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ABSTRACT

This guide consists of four options for developing awareness of choices leading to career opportunities for women in the 21st century. The programs, workshops, and events within the project target youth at three ages and adults who effect change in the lives of these youths. Option 1 is a presentation focusing attention on the identification and elimination of sex role stereotyping. It targets both parents and early childhood teachers in raising awareness of subtle stereotyping. The program deals with the link between sex role stereotyping and career choice and provides an analysis of sex role stereotyping in literature, toys, and television. Option 2 focuses its program on elementary-level children and their teachers. It introduces these students to various occupations in nonsexist ways and includes "CareerWorks," an illustrated booklet on careers according to the preferences of the child. Option 3, for eighth- and ninth-grade students, emphasizes the need to make appropriate course selections when entering high school in order to maximize future educational and career options. Option 4 is a career shadowing project in which high school girls experience a day with a practitioner of their chosen occupation. Each option packet contains goals, outcomes, workshop agendas, resource list, handouts, suggested activities, and guidelines for carrying them out. (KC)

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PROJECT 21st CENTURY

PREPARING YOUNG WOMEN FOR THE FUTURE

Pennsylvania Division • American Association of University Women

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INTRODUCTION

PROJECT 21st CENTURY: PREPARING YOUNG WOMEN FOR THE FUTURE

Project 21st Century: Preparing Young Women for the Future is a project consisting of four programmatic options developed by the Pennsylvania Division of the American Association of University Women. This project, in a partnership venture with the division, the Pennsylvania branch members, and the Association at a national level is designed to put in place programs that develop an awareness of choices and options leading to career opportunities for women in the 21st century.

The Pennsylvania Division of AAUW encourages women of the 21st Century to become leaders in the progress of their communities and country. Today's youth, along with the adults who have a significant impact on them, need to realize the importance of planning for the future rather than stumbling into it by chance. One of the keys to equity in the next century is preparing youth in terms of their expectations, education and skills. To this end, the **Project 21st Century** packet contains four options for community based action.

The programs, workshops and events within the scope of the project target youth at three ages and adults who effect change in the lives of these youths. This packet is intended for use by AAUW members in their local communities, and for other groups or individuals who wish to further the goal of **Project 21st Century**.

AN OVERVIEW OF THE OPTIONS

Option one, **Awakening to the Future**, a one and one-half hour presentation, focuses attention on the identification and elimination of sex role stereotyping. It targets both parents and early childhood teachers in raising the awareness level of subtle stereotyping consciously and unconsciously imprinted on children. The result generally undermines the self confidence of the girls and limits their vision of potential career choices. For example, girls are told they are not good at math or that they need not take math courses, because they will not have any need for it. In fact, a direct correlation exists between the amount of higher math one studies and one's income level. More math equals more money. Girls need to be positively encouraged to take more math courses and to seek course and job opportunities that use those skills. The program deals with the link between sex role stereotyping and career choice, and provides an analysis and discussion of sex role stereotyping in literature, toys and television.

Option two, **Imagining the Future**, focuses its program on elementary aged children and their teachers. It may also be used in organizations or groups such as Girl Scout meetings. It introduces these young students to various occupations in non-sexist ways and includes CareerWorks, an illustrated booklet on careers according to the likes of the child. For example, a child might say, "I like to build," and a range of occupations would be presented.

Option three, **Exploring the Future**, is designed for eighth and ninth grade students. It emphasizes the need to make appropriate course selections when entering high school in order to maximize one's future educational and career options. It teaches students some concrete lessons about pay equity; when a girl is given $.63 for every dollar a boy receives for doing a make believe job, the difference in pay is extremely evident. Both the girl and the boy are asked to make budgets for their monthly expenditures. At the end of the month, the girl is out of money, and the boy has some remaining. A comparison of average salaries for jobs that are predominately female with those that are predominately male also makes the point very graphically that women need to look at non-traditional career options and plan their educational paths to attain these roles.

Option four, **Experiencing the Future**, is a career shadowing project which arranges for high school girls to experience a day with a practitioner of their chosen occupation. Girls gain practical, reality-based experience during their mentoring. The career shadowing project has been awarded the C-Flag, which is a Presidential Citation Program for Private Sector Initiatives.

LOOKING AHEAD TO THE WORKFORCE 2000

Significant changes have occurred in the workplace over the last decade. These forces which impact heavily on girls and women will continue to produce change into the 21st century. Individuals need to understand what the trends are so that young women can be prepared for the new reality they will face.

By the year 2000 women will make up at least 47% of the total work force. This dynamic increase in the numbers of women entering the paid work force began to accelerate in the last decade. Three-fifths of all new hires have been women and that rate will continue into the next century. Currently, 70% of all women between the ages of 22 and 45 are in the work force. Sixty percent (60%) of all married women are working outside the home, and most women, even if they are married, will spend on the average 26 years in the paid work force. Eighty-three percent of working women are in their prime child bearing years and over 90% of them will have at least one child.

That women are in the paid workforce and will continue to remain in it is a reality. Women are employed for the same reason that men seek employment; for the income it generates. Nearly 25% of all households are headed by a single person; most often a woman. Another 50% of all women are in households in which the spouse's income is less than $15,000 per year and needs the financial benefit of a second income. In black and Hispanic populations, these percentages increase dramatically. Today, it requires two incomes to maintain a living standard that could be supported by one income in the early 1970's.

Currently, women are not earning their fair share of the dollar. Nationally women are paid $.70 for every dollar paid to a male. In Pennsylvania, the rate is $.63 to every dollar. This pay inequity must be overcome through more assertive negotiating on the part of women and through women entering a broader number of career categories than has been done previously. (See enclosure on

PAY EQUITY AWARENESS) Areas of work traditionally held by women are low paying, such as teaching, nursing and clerical/secretarial work. Women earn more in non-traditional areas although not necessarily at a par with the men.

In preparing young women for the future, one must assess the job market in the year 2000. According to Workforce 2000, manufacturing jobs will comprise a decreasing percent of the total workforce. Service industries will create new jobs and thus most of the new wealth. Those preparing to enter the workforce need to be prepared for these new jobs which will demand much higher skill levels than many of today's jobs. In addition, the technology boom will continue to multiply careers in scientific, mathematical and technological fields. New governmental initiatives in the fields of scientific research will create additional positions; girls need to be prepared to assume these roles.

By 1990, 20.1 million jobs will be added to this country's economy in the areas of computer, out-patient health services, legal and management services. Consequently, between now and the year 2000, for the first time in history, a majority of jobs will require post secondary education.

Knowing also that by the 21st century, women will constitute 63% of the growth of the labor force, one must consider the implications for the future of today's youth. Young women of today must be prepared educationally and psychologically to meet this reality. The Pennsylvania Division of AAUW developed **Project 21st Century: Preparing Young Women for the Future** in order to reach today's youth so that they may become tomorrow's leaders.

PROJECT HISTORY

At the 1988 Pennsylvania Division Convention in York, a group of nearly fifty branch representatives met to discuss potential "partnership" activities between the branches, the division and the Association. The exchange was enthusiastic as these members brainstormed areas of women's needs in the state. From the many ideas generated, the strongest area of interest and possible impact was young women and a means to ensure equal treatment for them in education, training, and career opportunities. These concerns which are categorically referred to as "sex equity" issues became the center for more concentrated discussion and planning for the Pennsylvania Division members at the Middle Atlantic Regional Conference at the University of Maryland in June of 1988.

On September 17, 1988, thirty-seven members of the Pennsylvania Division from all areas of the state met to plan strategies for implementing the Pennsylvania Division Partnership. **PROJECT 21st CENTURY: PREPARING YOUNG WOMEN FOR THE FUTURE.** The goal of the Project and its four program areas were defined as well as were target audiences.

Following that session, designated members of the Pennsylvania Board of Directors met and developed a comprehensive strategy and program to address the goal of **Project 21st Century.** Recognizing that different approaches to different audiences are required over the life span of the young woman as she grows from babyhood to adulthood, a program which focuses at four different intervention

points was designed. The four options presented in this packet whether implemented singularly or in total, can go a long way in providing information and shaping attitudes and actions of students, teachers, and parents about ways to deal with the gender based inequalities young women face.

HOW TO USE THIS PACKET

Each of the four options can be implemented separately or in conjunction with any or all of the others. Most AAUW branches will probably choose to implement just one option at a time. A team of members from the branch should carefully study each option to see which one would best fit the needs and interest of its community. Identify the groups needed to help implement the project. Meet and discuss these ideas with community leaders such as teachers, principals, PTA's, school board members, Girl Scout leaders, Girls' Club leaders and program directors at YWCA/YMCA's. Work closely with these groups so that they feel an ownership for the project as well. Each project has its own detailed instructions and materials for the presentation or project. Handout sheets may be reproduced; it is asked that the Pennsylvania Division of AAUW be given credit when duplicating these materials. In addition, resource people are available in the division to provide help when requested. For further information contact: Mary Jane Saras, Issue Chair, Pennsylvania Division of AAUW, 15 Valley View Drive, Sugarloaf, Pennsylvania 18249. (717) 788-5639.

ACKNOWLEDGEMENTS

When a project of this magnitude is undertaken, many individuals work many hours and do much research to bring to culmination a packet such as **Project 21st Century**. The branch members of the Pennsylvania Division must be commended for their interest and input into this project.

A core group of Partnership Project Directors deserves recognition. First, Sally Chamberlain, Program Vice President, was instrumental in organizing and administrating the Project. The segment on **Awakening to the Future** was developed by Lynn Dissinger, Promoting Individual Liberties Issue Task Force Chair, and Joan Dengel, College/University Relations Chair with assistance from Martha Snider, Women's Work/Women's Worth Issue Chair. **Imagining the Future** was spearheaded by Lyn Knol, Administrative Assistant, with the help of Judy Haase, former division board member, and Ellen DeRosa, Lansdale Branch member. **Challenging the Future** was complied by Margaret George, Educational AR. **Experiencing the Future**, the Career Shadowing project was patterned after the ongoing project of the Lansdale Branch and initially begun by Nancy Adelman.

In preparing the manuscript, a special thank you goes to Josephine Mountain, Community AR, who did all the typing and format preparation. In addition, the background information on workforce 2000 was prepared by Dr. Janice H. McElroy, Executive Director, the Pennsylvania Commission for Women in Harrisburg.

The Division planning Committee, composed of non board members, are especially appreciated and thanked for their valued input for **Project 21st Century**. They are Nancy Adelman, Ellen M. Aman, Laura T. DeStephano, Alexis Frances, Shirley A. Furcron, Catharine P. Fussell, Dr. Carol Heintzelman, Harriet McCutcheon, Alberta Hall Nelson, Anne Odenweller, Susan E. Smith, Darlene Taylor, Marianne Tydo, Dr. Dorothy Veon and Marion Wetherell.

The Pennsylvania Partnership has extended its efforts into the business community. A special thank you to Phil DeCristino, President of Saldan Bindery in New York for providing the folders for this project.

My personal thanks to all of the 1988-89 members of Pennsylvania Division Board of Directors who spent time and energy making this project the excellent one it is. **Project 21st Century**, as an Association Partnership Project, was inspired by the leadership of Sarah Harder, Association President. With the practical assistance of Ann Chipley, Director of Program and Policy in Washington, the compilation of the materials was completed.

Karen Holmes Gallagher, President
AAUW-Pennsylvania Division
April, 1989

PAY EQUITY AWARENESS

In preparing young women for the future, a realistic awareness of choices and options leading to career opportunities must be presented. Career and job awareness begins very early in the lives of young women as they observe parents and neighbors. This awareness expands as school curriculums focus on topics such as, "What do you want to be when you grow up?"

Most of this awareness building regarding career choices and options concentrates on what a job and/or career is like, what skills are required, average number of hours and weeks worked and travel required. Unfortunately, hourly wages or salaries are touched upon superficially by showing the average yearly income per job. What may not be pointed out is that currently, in our society, there is an earning gap between male and female workers. Considering Pennsylvania full-time workers in 1986, females earned 63% of that of males. (Leventhal, McKenna and Surridge, 1986:3)

By law, males and females must be paid equally if they are doing the same job. However, pay equity (equal pay for comparable jobs) lags behind. Pay equity is a remedy for wage discrimination based on sex or race. Its basic premise is that pay should be based on job-related factors such as skills, effort, responsibility and working conditions, not on gender or race.

It is well documented that jobs predominately occupied by women pay less than comparable jobs dominated by white men. Studies even show that jobs dominated by women are undervalued, because they are performed by women. (National Committee on Pay Equity, 1988) Other factors that account for the male-female earning gap still remain unclear. However, studies have shown a strong correlation between levels of education and levels of earned income. Nevertheless, the male-female earning gap still remains for all levels of education.

In a 1988 Pennsylvania study of male-female earnings, Leventhal, McKenna and Surridge found that for high school graduates the median income for females was 61%. For full-time workers age 15-30, the gap narrows to females earning 83% of their male counterpart. One explanation for this large variance is that a larger proportion of college educated women may be entering male-dominated professions which have a narrower male-female earning gap and tend to have a higher wage.

PROMOTING PAY EQUITY IN PROJECT 21st CENTURY

Throughout the implementation of Project 21st Century, AAUW hopes that the topic of pay equity will be addressed in each of the four focus areas. As career options are considered, young people, parents and educators alike need to understand the wage level differences among female and male dominated career options. Help them to understand that the earning gap between males and females is beginning to be addressed in Pennsylvania as well as other states. Various groups have been formed such as the Southwestern Pennsylvania Pay Equity Coalition and the AAUW Pay Equity Task Force to help eradicate the pay equity problem.

However, a few groups cannot promote pay equity alone, and all need to help change attitudes that continue to devalue female dominated jobs. In the 21st Century, females will continue to work outside the home primarily for economic reasons, and pay equity must continually be addressed.

REFERENCES

Leventhal, R., McKenna C. and Surridge, R. (1988) Male-Female Earnings Gap in Pennsylvania. The Pennsylvania State University at Harrisburg, Middletown, Pennsylvania.

National Committee on Pay Equity (1988). Survey of State-Government Level Pay Equity Activity, 1988. 1201 16th Street, NW, Suite 420 Washington, DC 20036.

Other Pay Equity Related Resources

National Committee on Pay Equity (1988) Pay Equity, Justice You Can Bank On: Grassroots Action Kit, Washington, DC. (This kit offers solid background on pay equity and suggestions to individuals and organizations interested in working a broad coalition to achieve pay equity.) Cost: $5, NCPE members; $10, non-members.

Also available from the National Committee on Pay Equity: Survey of Local Pay Equity Activity (December, 1987) and a Survey of Pay Equity Activity in Colleges and Universities (Spring, 1987). Each publication is $1, NCPE members; $2, non-members.

Working Age, An AARP Newsletter about the Changing Work Force by the Worker Equity Department and Women's Initiative (Special Issue on Women), January/February, 1988. Available from AARP, 1909 K Street, NW, Washington, DC 20049.

PROJECT 21st CENTURY

PREPARING YOUNG WOMEN FOR THE FUTURE

AWAKENING TO THE FUTURE

Pennsylvania Division • American Association of University Women

PROJECT 21st CENTURY: PREPARING YOUNG WOMEN FOR THE FUTURE

AWAKENING TO THE FUTURE

Goals:

. To promote an awareness of and elimination of sex role stereotyping by parents and community educators.

. To offer resources for equitable child-rearing.

Program/Workshop Outcomes:

By the end of the workshop, participants will have

. Knowledge of the link between stereotyping and career choices;
. Exposure to examples of sex role stereotyping in literature, toys and television;
. Knowledge on how to choose books and toys more wisely; and
. Resource list for further study.

Packet Includes:

. Agenda for workshop on sex role stereotyping awareness
. Workshop format
. Resource list
. Handouts:
  - Story of X
  - Birth Announcement
  - Recommended reading - children's books and books on subject matter
  - TV viewing worksheet
  - Newspaper Article on TV toy advertising

Presenter Supplies Needed:

1. Examples of gender neutral books and books with strong female roles and sensitive male roles (get from library or a child's collection)

2. Examples of gender biased toys and toy packaging and creative repackaging ideas

Target Audiences:

. AAUW sponsored community workshop
. Birth classes for new parents
. Girl Scout or 4-H leaders
. Pre-School Teachers and Aids

Agenda for Awakening to the Future

		Time Alloted	Page
Unit 1	Introduction	10 min.	1
Unit 2	Definition of Sex Role Stereotyping	20 min.	2
Unit 3	Stereotyping in Children's Literature	15 min.	4
Unit 4	Stereotyping in Toys	20 min.	7
Unit 5	Stereotyping in Children's Television Programming	5 min.	9
Unit 6	Solutions for Combatting Stereotyping	10 min.	10
Unit 7	Conclusion	10-15 min.	12

This workshop should take one to 1-1/2 hours for presentation depending on the number of examples that are used and participant discussion.

The workshop can be given exactly as presented. However, you are encouraged to personalize it with your own examples of books, toys and television programming.

You are also encouraged to work with other groups in your community that may have an interest in this subject--other women's groups, Girl Scouts, sex equity programs in your school systems

Unit 1 Introduction

Step 1 (5 min.)

Welcome participants. Give information on AAUW using the mission statement. Give an overview of Project 21st Century: Preparing Young Women for the Future. (provided in packet)

Step 2 (5 min.)

Describe ways early child development influences career choices later in life.

Parents and educators are most influential in a child's career decision-making activities, but few realize this influence begins at birth. From birth to five years of age, the brain grows at a staggering rate. Things learned and remembered in these years are done so with little effort and make more lasting and profound impressions. In these early years, it is important for a child to develop a good sense of self.

Unfortunately, the sex of a baby determines the way she/he is thought of, talked to and touched. Yes, boys and girls are different in some ways, but our culture exaggerates and reinforces these differences. This differential treatment may seem harmless, but because any input in the early years does help create sense of self, it can close doors to options later in life.

Boys	Girls
Toys are more mechanical and encourage learning how things work	Toys are nuturing and emphasize care of personal appearance
Encouraged to play outdoors, expanding their horizons	Restricted to more indoor activities
Regarded for problem solving	Rewarded for good behavior
Given more freedom	Protected and reared to please others

With the math and science careers offering the best jobs in the 21st Century, where the narrowest pay gap between men and women exists, all children's mechanical and spatial skills need to be developed and encouraged (national average: women make $.70 to man's $1.00; Pennsylvania average: $.63 to $1.00).

The reality is that most of our children, male and female will have to work outside the home for economic reasons, either in a duel income household or as a single head of household. Questions to ask:

- . If you had to rear a daughter to be self-sufficient, would you do it differently?
- . Knowing a son will grow up to more household responsibilities, would you put more emphasis on nurturing skills?

Step 3 (2 min.)

Have participants take time to write down their expectations of the workshop. At the end of the workshop, determine if this expectation was met.

Unit 2 Definition of Sex Role Stereotyping

Step 1 (2 min.)

Definition from Pennsylvania *Department of Education Guidelines for Creating* Positive Sexual and Racial Images in Educational Materials:

> Anything that limits a person's role in life according to gender, based on assumptions in our culture that are irrelevant, inaccurate and out-dated. It usually takes the form of assigning girls and women to subordinate, passive role limiting their participation in the areas most valued intellectually and economically in our society, and reinforcing dominant roles and activities outside the home for boys and men.

This traditional image is not only damaging to girls but boys as well: this emphasis on dominant roles puts unhealthy pressure on boys and men to succeed at all costs and forces them into careers that are considered masculine, even if their talents and interests do not match that expectation. Role demands are harsher and more rigid. They do not get the luxury of trying on the female role without ridicule. Being a "sissy" has very negative connotations while a "tomboy" is considered cute. Children should be free to choose patterns of life, work, study and recreation based on their own talents, interests, energies and aspirations which are not limited by societal stereotypes.

Step 2 (2 min.)

"A Fabulous Child's Story" - The story of X, by Lois Gould.

Give a short synopsis of this fictitious story of a scientific experiment in rearing a child genderless. (Participants will have handout to read on their own time.)

This tale is the ideal but not likely to be attainable outside a laboratory sterile environment. Stereotypes are based on assumptions that run deep in our culture, so deep they can slip by unnoticed unless our awareness is continually sharpened.

Step 3 (10 min.)

Exercise - Birth Announcements.

Do this step together as a group to see what stereotypes may emerge. Participants should see how we tend to differentiate by sex. Use Handout to initiate discussion.

Step 4 (5 min.)

Examples of damaging sex role stereotyping (taken from Growing Up Free, by Letty Cottin Pogrebin):

A woman who took a childrearing leave of absence from her job as a newspaper reporter was explaining her career to her three year old daughter.

"Before you were born, I was a newspaper reporter. I went to fires or to the police station and stories I wrote were printed in the paper with my name on them." After listening attentively, the child asked, "Mommy, when you had this job before I was born, did you used to be a man?"

In a Pittsburgh pre-school in the mid-1970's, children were asked what they would like to be when they grew up, and then what they would like to be if they were the opposite sex. The girls in the class had ready answers to the second question, but the boys had trouble, not being able to imagine any reason they should think such a thing. One little boy put his hands on his head and sighed, "Oh, if I were a girl I would have to grow up to be nothing."

A mother was watching her five year old son join in make-believe with a group of older boys. Since he was the smallest, and there were no girls, the big boys assigned her son the role of the little girl. He cried and carried on terribly; there was nothing worse that being the girl. The other boys let him be the dog instead, and he was happy!

Unit 3 Stereotyping in Children's Literature

Step 1 (2 min.)

Tell participants of past and current trends in stereotyping.

In the past, stereotyping was quite blatant, as in Whitney Darrow, Jr.'s 1970 book, I'm Glad I'm a Boy, I'm Glad I'm a Girl. Give excerpt:

> Boys are doctors; Girls are nurses
> Boys are football players; Girls are cheerleaders
> Boys invent things; Girls use the things that boys invent
> Boys fix thing; Girls need things fixed
> Boys are Presidents; Girls are First Ladies

Today stereotyping is much more subtle, through omission or implication in three areas: general content of the material, character image in text, illustration and language usage.

Step 2 (2 min.)

Describe stereotyping in general content of material.

Fairy tales - *give strong negative images of women.*
In one study on the Grimm Brothers collection, it was discovered 80% of the negative characters were women. They fall into two categories:

- The wicked - stepsisters, witches (witches are common in children's literature but are seldom pictured as wise like their male counterpart the wizard.)
- The good but useless - Sleeping Beauty, Cinderella, etc., all rescued by the good prince.

Home-Bound Females - Women who are disproportionately shown in roles which are consistently submissive to children, father or husband, and are rarely seen engaged in any creative activity in or out of the home. Conversely, the male is not seen doing household work. This image is portrayed by human figures in illustration or animals that take on a gender by the clothing they are given to wear.

Step 3 (3 min.)

Describe stereotyping in character image.

In illustration and text, there are almost twice as many males as females shown; this ratio appears in a society where women make up 51% of the population. Besides this disproportionate ratio, the males shown are more

physically active and mentally creative. Females are more passive, shown in the background, supporting males or being helped by them. Females serve and are dependent; males lead and make decisions.

Illustrations are particularly influential because studies show that visual images have the greatest sensory impact. Pictures in children's books can teach girls to be dependent and boys to lead. They can also tell children they are restricted from certain activities just by the omission of one sex shown in any one activity.

NOTE: Support both step two and three with examples. They should be found easily in most children's books.

Step 4 (5 min.)

Describe stereotyping in language usage.

. The English language makes it difficult to use phrases that are both grammatically acceptable and non-sexist:

i.e., the usage of man -

Salesman	Salesperson
Mailman	Mail Carrier
Mankind	Humanity

. Use of the masculine or feminine pronoun:

Stories with animal illustrations may avoid gender by not adding clothing to their characters, but then refer to them as he or she. (usually active "he" and at home "she")

Consider The Giving Tree by Shel Silverstein, a story about the joy of giving. By referring to the tree as "she," it stereotypes the all-giving female who is happy to sacrifice for the all-taking male.

. Women as Baggage - language that submerges a woman's identity with that of a male family member (also passive female).

"The colonists brought their wives and children to the New World."	Colonist families came to the New World.
"Women were given the vote in 1920."	"Women won the vote."

. The reduction of power of a word when associated with women.

i.e., "mistress" - was ruler of a household, now a "kept" woman.

"governess" - had the same power as governor but now applies to only power over children.

Unit 4 Stereotyping in Toys

Step 1 (5 min.)

Describe the function toys have in a child's growing years.

Toys play an important role in a child's life. Depending upon the toy, the child can feel a sense of control or can vent frustration or anger. Different types or kinds of toys can help a child learn to count, create, manipulate, categorize, construct or dismantle. A toy can influence their future.

Use a display of toys and discuss what each teaches a child (i.e., doll, stuffed animal, hammer, broom, blocks, Leggo's, plane, etc.) and which sex is associated with which toy.

Step 2 (2 min.)

Give guidelines for selecting good toys (from Growing Up Free, Pogrebin)

1. Toy should be safe.
2. Toy should be made to last.
3. Toy should be respectful of a child's intellect, self-esteem and creativity.
4. Toy should be non-racist and non-sexist in the way it is packaged, conceived and planned for play.
5. Toy should be moral in values it represents.

Emphasis of this program will be on the non-sexist aspect.

Step 3 (10 min.)

Discuss specific areas of concern regarding sexism.

Packaging - Boxes do not show the toy; they show who is supposed to use it. Sports packaging is notorious.

- Use display of actual boxes or ads to make point (i.e., Fisher Price Golf, Soccer or Fishing Kit; Leggo; My Buddy).

Occupational tracking - Advertising and packaging usually identifies a certain sex for a given occupation (doctor or nurse kit). As detailed in the December, 1988, article by Howard Rosenberg (handout), gender stereotyping is big in TV advertising with active boys and reactive girls.

Examples: Leggo construction toy - "He builds 'em big, he builds 'em small" and only boys are shown. Toy truck and plane ads - "All the boys will want one." Radio Shack computer ad - Boys rushes home to use the computer while a girl watches from the background.

Occupational differential also found in puzzles and flash card games. (Use examples if available)

What is the effect of separate toys for boys and girls? Toys made for girls teach them to sit and play quietly. They also are a great preparation for academic skills of reading and writing and can encourage good hand/eye coordination, and small muscle development (typing, buttoning, cutting and pasting).

On the other hand, boy's toys promote exploration and experimentation with active participation. Boy's toys can help establish a sense of or feel for the world of science and technology. Should not both sexes develop all these skills?

Step 4 (2 min.)

Discuss the doll dilemma.

The action figure or fashion doll can truly communicate negative values. Consider the action figures for boys and their role as killer and aggressor. Consider the fashion doll - how many women can look and afford to dress like "Barbie?!" A doll needs to represent to children themselves as they are now or as they were as babies. Dolls are often thought of as being bad for boys even when they are very young. Yet, to deny a boy a doll may be denying him a chance to experience his future role as a father.

Unit 5 Stereotyping in Children's TV Programming

Step 1 (5 min.)

Talk briefly about the shows children watch on Saturday morning cartoons. Most characters are male - Bugs Bunny, Superman, the Smurfs, Muppets (except Miss Piggy), Mutant Ninja Turtles! Even those that have female lead characters settle into the same stereotypes. Consider Punky Brewster, a non-traditional female role:

Ex: A story line of a mother-daughter competition at school. One mother would bake cookies, another would sew. Since Punkie did not have a mother, a magical one was provided--one who liked to "cook, decorate and sew" and demonstrated that a "mom fixes everything." (A big expectation to live up to!)

Ex: Another story line was a talent contest in which the boys were magicians while the girls were dancers or baton twirlers. During an adventure sequence, the one girl missed most of the action when she stopped at a fashion show and bought clothes.

Step 2 (1 min.)

Consider the commercials during children's programs. Do they stereotype the sexes into certain activities. The most equitable ads are for cereal, which is bought by both sexes.

View children's programming to supply some of your own examples.

Unit 6 Solutions for Combatting Stereotyping

Step 1 (1 min.)

Provide good role models.

With more women working outside the home and more men taking on household responsibilities, children do not see roles as delineated by sex. Both mother/father and girl/boy have joint responsibilities. The diminishing sex role differentiation is reinforced by the leadership roles women have in the community--doctor, school principal, etc.

If a mother or female educator is uncomfortable with math and science, she should introduce girls to other women who do excel in those areas so the girls do not adopt the phobia as their own.

Step 2 (5 min.)

Discuss ways to choose books more wisely.

- Go over the book list (handout) and point out books that give equal treatment to both sexes (Father Gander Nursery Rhymes, Hey Look at Me/I Can Be, Forecast). Call attention to books that show active girls (No Peas for Nellie, Bea & Mr. Jones) or show role reversal (Prince Cinders, The Paper Bag Princess). Finally include books that show sensitive boys (Ira Sleeps Over, William's Doll).

- Guidelines for choosing books (from The Read-Aloud Handbook, Jim Trelease):

  1. Should stimulate a child's emotions, mind and imagination.

  2. Should serve as a harbor light toward which the child can navigate.

3. Should invite the exercise of compassion or humor.

4. Should be appropriate material keeping in mind age and experience of reader.

5. Should provide the joy that comes with achievement, understanding, and new encounters.

6. Calls for and strengthens an understanding of human motives and circumstances.

7. Avoids stereotypes and cliche attitudes.

As an exercise, do an inventory of a little girl's bookshelf, then a little boy's. Is any difference found in the book collections because of differing interests of the children or due to the parents' expectations based on sex?

Step 3 (5 min.)

Discuss changes in toy selection.

Make your choices based on a child's interest, not on their sex. Survey a child's or pre-school's toy inventory. Work toward a more balanced play option. Create toy lending libraries or a toy exchange. Garage sales might be inexpensive methods to balance your child's toy collection. Purchase "yes" toys; these are the basics like paint, paper, cardboard, blocks, fabric, cooking utensils, clay, building materials, appropriate dolls. Consider doing your shopping away from the toy stores with their stereotyped packaging. Buy paints, brushes and paper at an art supply store; or seeds, soil and watering can at a garden shop; or tools, nails and screws at a hardware store. Discuss other sources: notions, supermarket, rummage sales. Include a display of some of these simple "yes" toys.

If buying at a toy store and the packaging identifies the sex it is supposed to be appropriate for, repackage in plain cartons or garbage bags. Be creative!

Closing thoughts on toy selection: (from Letty Cottin Pogrebin)

"Assume it is your child's toy chest that they dig up in the future. What will it tell people about humanity in our time?"

"We should teach our children to build and let them decide how to clean and decorate, and teach them to fly and let them choose the destination."

Step 4 (1 min.)

Tell participants to monitor children's television programming and accompanying commercials. Spend time watching the cartoons and early evening programming

aimed at children, and rate the value of the show and the hidden messages it may contain. Do the commercials show the sexes represented equally? Use the hand-out to record your findings.

Unit 7 Conclusion (10-15 min.)

Have participants review their expectations of the workshop. Were there any surprises presented and were their expectations met?

Conclude the program with a plea that the sex stereotyping awareness not end with the conclusion of the workshop. Ask participants to share what they have learned with others. Have them monitor the influences that confront their children on a daily basis. Give children the chance to be all they can be, not only what we expect for them.

Sources

Growing Up Free: Raising Your Child in the 80's	Letty Cottin Pogrebin
Right From the Start	Selma Greenberg
The Read-Aloud Handbook	Jim Trelease
Guidelines for Creating Positive Sexual and Racial Images in Educational Materials	PA Department of Education
"Putting the Pieces Together" Sex Equity Manual	PA Department of Education
"Women and Children's Literature: We Read What We Are and We Are What We Read"	Jane Madsen

HANDOUTS

TV WATCH - MONITORING CHILDREN'S PROGRAMMING

Watch Saturday morning cartoons or early evening television programs designed for children. Record the following information:

	MALE CHARACTER(S)	FEMALE CHARACTER(S)
PERSONALITY CHARACTERISTICS		
JOBS HELD/MOST FREQUENT ACTIVITIES		
WHAT PROBLEMS DO THEY FACE? WHO SOLVED THEM?		
WHAT CAREERS/ACTIVITIES ARE SHOWN FOR EACH IN COMMERCIALS?		

Also look for any role reversal - boys playing with dolls or girls with trucks. How are mothers and fathers portrayed?

It's tough boys, frilly girls again in TV toy ads

By HOWARD ROSENBERG
Of The Los Angeles Times

HOLLYWOOD — No, Baby Heather is not toting an Uzi this Christmas.

On the contrary, compared with other seasons, there is a collective tone of disarmament in toy commercials accompanying kids' programs this holiday season.

There are, however, some violent exceptions to peace in kiddie advertising.

The Thunder Blade combat 'copter whirs loudly in one heavily run kids' spot, for example. Plus there's Dynamite, the latest toy from Parker Brothers, featuring miniature plungers that children can push to simulate blowing up things (heading my list of targets would be the geniuses who created Dynamite). And, of course, kids' TV would be untypically serene at Christmas without commercials touting the awesome war machine of G.I. Joe, including Rolling Thunder ("Nobody beats G.I. Joe, a real American hero").

Yo!

For the most part, though, war toys are not the hottest commercial ticket this holiday season in the Saturday-morning kids'-show ghetto or during the strips of cartoon shows and youth-oriented network reruns that independent stations run in the daytime, Sunday through Friday.

What is? Gender stereotypes: tough little guys and frilly little girls.

As if retreating a decade into a less-enlightened era, Madison Avenue is again entertaining kids with commercials showing boys who do and girls who react, take-charge boys engaged in action (including pushing down those Dynamite plungers) and relatively passive little girls who, like their predecessors of earlier times, are full of sugar and spice and everything nice.

No one knows for certain what impact commercials have on fertile young minds, especially in relation to other, sometimes con-

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tradicting influences. It stands to reason, however, that some of the social values conveyed by commercials reach their mark and reinforce lingering stereotypes that should have been buried long ago.

Again, there are exceptions to the rule.

You have to love the McDonald's "Best Friends" spot about two very active teen-age girls, including one in a wheelchair who plays basketball. Not bad either is the Instant Quaker Oatmeal commercial that balances scenes of a boy on a skateboard with a girl on ice skates.

And what's this? Yes, included in the customary plethora of Barbie spots is one for "Dr. Barbie." Maybe she's the surgeon who gave Ken his lobotomy.

Elsewhere, however, the active-passive gender theme predominates. When the word "action" is used in a kids' commercial, in fact, the accompanying pictures inevitably show boys, but no girls:

▶ The commercial is for a "talking baseball" game called Starting Lineup, but only boys are playing it.

▶ The jingle for Nintendo's new Body Power toy says, "You gotta run, jump faster. . . ." But only boys are shown running and jumping faster.

▶ McDonald's "Pinball" spot features a boy athletically zooming by pinball obstacles on his skateboard. In commercials, only boys skateboard.

▶ Also, only boys build things. "He builds 'em big, he builds 'em small," announces a Lego construction toy commercial accompanied by shots of boy builders. "Yes, construction is his knack."

▶ In what will he haul his construction materials? A truck, of course. "All the boys will want one," shouts a commercial for toy trucks, which then uses the same line to advertise toy planes.

▶ Boys also predominate in the new technologies. Look . . . there are two of them now, as the announcer says: "Some people have big plans after school. Know what Elliot's going to do? Jeff too?" Yes, Elliot and Jeff are in front of their Radio Shack computers, using them for school work and to play sports games. But this commercial is not an exclusively male domain, for there briefly, off to the side, is a girl — probably a computer groupie — watching brainier Elliot and Jeff use their computers for school work and sports games.

Not that girls also are not an important element of the Christmas marketing strategies of toy manufacturers. The huge Barbie campaign shows that they are.

There, also, accompanied by sweet music, are some little girls playing with Baby Heather. There are some more combing the locks of teen sweetheart Skipper. And some more playing with their Dress 'n' Dazzle gift sets.

And see, too, those little golden girls with ribbons in that spot for Tyco's Flower Makin' Basket? They're making "beautiful small flowers." As a lilting female voice observes, "A tisket, a tasket, a flower-makin' basket."

Maybe the dainty flowers are meant to decorate the dinner table that those rugged boy builders and truckers will come home to after a hard day playing with their macho toys.

What to do with these hackneyed narrow and confining gender images? Well, we do have those Dynamite plungers. . . .

"A Fabulous Child's Story"

By Lois Gould

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. It's parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part if a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 28 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the Official Instruction Manual for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't mind the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it was an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents--and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby--no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a Baby X was. When the Joneses smiled and said, "It's an X!", nobody knew what to say. They couldn't say, "Look at his husky little biceps!" And they couldn't say, "Look at her cute little dimples!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There is something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The Official Instruction Manual had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how strong and active it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how sweet and dainty it was, they'd be treating it more like a girl than an X.

On page 1,654 of the Official Instruction Manual, the scientists prescribed: "plenty of bouncing and plenty of cuddling, both. X ought to be strong and sweet and active. Forget about dainty altogether.

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In that case, I'm afraid I can't help you, sir." So Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys'Fire Engines' and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the Official Instruction Manual. "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girl's Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa." And a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Mo-tors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the Manual where it said, "Never make Baby X feel embarrassed or ashamed about what it wants to play with. And if X gets dirty climbing rocks, never say "Nice little Xes don't get dirty climbing rocks."

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes do get dirty, and brave little Xes do cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment.

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then and often snarl something nasty--as if the Joneses had snarled at them.

By the time X grew big enough to play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls mustn't hit little--" and she turned to ask X, "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox, held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a what?" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing fine.

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line and girls to form another line. There would be boys' games and girls' games, and a list of recommended books for girls, and a different list of recommended books for boys. There would even be a bathroom marked BOYS and another one marked GIRLS. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The Joneses spent weeks consulting their Instruction Manual (there were 249¼ pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the Other Children asked whether X was a Boy or a Girl.

Finally, X was ready. The Joneses helped X button on a new pair of red-and-white checked overalls, and sharpened six pencils for X's nice new pencilbox, and marked X's name clearly on all the books in its nice new bookbag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom, because it wasn't marked anything except BATHROOM. X's teacher promised to take care of all those problems. But nobody could help X with the biggest problem of all---Other Children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes--overalls don't even button right-to-left, like girls' clothes, or left-to-right, like boys' clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars: a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if Other Children would never want X for a friend.

Once more, the Joneses reached for their Instruction Manual. Under "Other Children," they found the following message: "What did you Xpect? Other Children have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X--you don't have to stick to the rules at all! All you have to do is be yourself. P.S. We're not saying it'll be easy."

X liked being itself. But X cried a lot that night partly because it felt afraid. So X's father held X tight, and cuddled it, and couldn't help crying a little too. And X's mother cheered them both up by reading an Xciting story about an enchanted prince called Sleeping Handsome, who woke up when Princess Charming kissed him.

The next morning, they all felt much better, and little X went back to school with a brave smile and a clean pair of red-and-white checked overalls.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

One of the Other Children noticed something else, too. He said: "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills and girls' skills."

"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls--just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire football uniform, except for the helmet. Then he'd put the helmet in the carriage, lovingly tucked under an old set of shoulder pads. Then he'd start jogging around the field, pushing the carriage and singing "Rockabye Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three baby-sitting jobs. Peggy started running the lawn mower, and Joe started running the vacuum cleaner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody else mixed up, too!

Peggy and Joe were forbidden to play with X any more. So was Susie, and then Jim, and then all the Other Children. But it was too late; the Other Children stayed mixed up and happy and free, and refused to go back to the way they'd been before X. Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be forced to tell whether X was a boy or a girl. And then X should be forced to behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes. X was president of the student council. X had won first prize in the talent show, and second prize in the art show, and honorable mention in the

the science fair, and six athletic events on field day, including the potato race.

Nevertheless, insisted the Parents' Association, X is a Problem Child. X is the Biggest Problem Child we have ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X.

The Joneses reported this at once to the scientists, who referred them to page 85,759 of the Instruction Manual. "Sooner or later" it said, "X will have to be Xamined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up---or whether everyone else is."

The night before X was to be Xamined, the Joneses tried not to let X see how worried they were. "What if--?" Mr. Jones would say. And Ms. Jones would reply, "No use worrying." Then a few minutes later, Ms. Jones would say, "What if--?" and Mr. Jones would reply, "No use worrying."

X just smiled at them both, and hugged them hard and didn't say much of anything. X was thinking, What if--? And then X thought: No use worrying.

At Xactly 9 o'clock the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parent's Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be very hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise in the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it was blue. Two or three children swore it was either yellow or green. And the Parents' Committee missed it completely.

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Xamination anyone had ever had to take. Poor X, the Joneses thought. Serves X right, the Parents' Committee thought. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised" muttered Peggy and Joe's parents. "Did X flunk the whole test?" cried Susie's parents. "Or just the most important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"Sssh," ssshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began in a hoarse whisper. "In my opinion," he whispered--you could tell he must be very upset--"in my opinion, young X here--"

"Yes? Yes?" shouted a parent impatiently.

"Sssh!" ssshed the principal.

"Young Sssh here, I mean young X," said the doctor, frowning "is just about--

"Just about what? Let's have it!" shouted another parent.

". . .just about the least mixed-up child I've ever Xamined!" said the psychiatrist..

"Yay for X!" yelled one of the children. And then the others began yelling too. Clapping and cheering and jumping up and down.

"SSSH!" SSShed the principal, but nobody did.

The Parents' Committee was angry and bewildered. How could X have passed the whole Xamination? Didn't X have an identity problem? Wasn't X mixed up at all? Wasn't X any kind of misfit? How could it not be, when it didn't even know what it was? And why was the psychiatrist crying?

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said. "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit--ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked, X winked back.

"But what is X?" shrieked Peggy and Joe's parents. "We still want to know what it is!"

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously.

Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret any more!"

With that, the doctor began to push through the crowd toward X's parents. "How do you do," he said, somewhat stiffly. And then he reached out to hug them both. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your instruction manual."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parents' Association wasn't, but they had promised to accept the psychiatrist's report, and not make any more trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did.

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the Other Children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

X frowned at them. "Can't you tell?" Then X broke into a big, mischievous grin. "It's a Y!"

Source:
Lois Gould has written two novels, "Such Good Friends" and "Necessary Objects" (Random House).

BIRTH ANNOUNCEMENTS

JOHN AND ANNABELLE SAMSON ANNOUNCE THE BIRTH OF THEIR DAUGHTER

1. Give her a name.

2. Buy her some clothes.

3. Buy her some toys.

4. Describe the games she plays.

5. Describe her hobbies.

6. Name her favorite subjects in school.

7. Describe her favorite kinds of books.

8. Describe how she shows her feelings.

9. Plan her career.

JOHN AND ANNABELLE SAMSON ANNOUNCE THE BIRTH OF THEIR SON I

1. Give him a name.

2. Buy him some clothes.

3. Buy him some toys.

4. Describe the games he plays.

5. Describe his hobbies.

6. Name his favorite subjects in school.

7. Describe his favorite kinds of books.

8. Describe how he shows his feelings.

9. Plan his career.

FURTHER READING ON STEREOTYPING

A Guide to Non-Sexist Children's Books, Denise Wilms and Ilene Cooper
Volume I, Volume II, 1976-1985

Growing Up Free - Raising Your Child in the '80s, Letty Cottin Pogrebin

Kiss Sleeping Beauty Good-Bye, Madonna Kolbenschlag

Non-Sexist Childraising, Carrie Carmichael

Right from the Start, Selma Greenberg

Girls & Boys: The Limits of Non-Sexist Childrearing, Sara Bonnett Stein

Ourselves & Our Children, Boston Women's Health Book Collective

The Politics of Parenting Book
Rocking the Cradle Without Rocking Baby & Child Care
Revised edition, 1976

The Read-Aloud Handbook, Jim Trelease

A Guide to Non-Sexist Children's Books, Judith Adell & Hilary Dole Klein

LIST OF RECOMMENDED CHILDREN'S BOOKS

All About My Family, Anglund, Joan Walsh. Participation book: draw, list who does what jobs, etc.

My Mom Travels Alot, Bauer, Caroline Feller. Story of a working mom.

Anna Banana & Me., Blegvad, Lenore. Little boy learns much from his little female friend.

PiggyBook, Browne, Anthony. Husband and sons learn a lesson when Mom, who does everything for them, temporarily leaves them to their own devices.

Prince Cinders, Cole, Babette. Reversal of the Cinderella story.

No Peas for Nellie, Demarest, Chris L. Little girl's imaginery adventure of things she would rather do than eat peas.

Nursery Rhymes, Father Gander. Gender-neutral twist to old favorites.

Forecast, Hall, Malcolm. Miss Porcupine shows she can predict weather as well as Mr. Groundhog

In Christina's Tool Box, Homan, Dianne. Christina uses her tools to repair things around the house.

The Paper Bag Princess, Munsch, Robert. Adventure of her rescue of her prince only to find he was not good enough for her.

Amelia Mixed the Mustard, Ness, Evaline. Ecletic heroines.

My Two Feet, Schertle, Alice. How far your own two feet can take you.

Bea & Mr. Jones, Schwartz, Amy. A kindergartner and her advertising exec. dad exchange places.

Free to Be a Family, Thomas, Marlo. All kinds make up a family.

Hey Look at Me! I Can Be, Thomason, Merry. Insert child's photo and she/he can do it all.

Ira Sleeps Over, Waber, Bernard. A boy's dilemma over whether to take his teddy bear to a sleepover.

Williams' Doll, Zolotow, Charlotte. A boy wants a doll so he can pretend to be a real father.

PROJECT 21st CENTURY

PREPARING YOUNG WOMEN FOR THE FUTURE

IMAGINING THE FUTURE

Pennsylvania Division • American Association of University Women

PROJECT 21ST CENTURY: PREPARING YOUNG WOMEN FOR THE FUTURE

IMAGINING THE FUTURE

Goals:

- To create an awareness of choices and options leading to career opportunities in the 21st Century.
- To impart knowledge of work and jobs in a technological society.
- To encourage occupational choices free of bias or stereotypic limitations.

After Participating in the Activities in this Program the Students Will Have

- Become acquainted with various career options;
- Communicated with adult role models engaged in various jobs or professions;
- Learned about job opportunities in their own communities;
- Developed a vocabulary of career-related terms;
- Explored several careers or professions through research and reporting;
- Identified their own interests and skills; and
- Learned how various interests may influence career choices.

Packet Includes:

- Activities, Games and Worksheets for Teachers and Students.
- CareerWorks: A career interests booklet
- Resource List

Target Audience:

Elementary School Children - Project geared for third/fourth grade students of both sexes.

How to Use this Packet:
This packet is designed for use by teachers and/or leaders of elementary-age school students. The activities can be used in many curriculum areas including social studies, health, or language arts. The material is attractive, useable, and timely and will be appealing to classroom teachers. Many of the activities have been classroom tested and require very little in the way of additional resources. The CareerWorks portion of the packet is a unique publication which will be an invaluable aid in bringing career awareness to elementary classrooms. While **Imagining the Future** is designed primarily for classroom use it could easily be adapted for scout groups or other organizations for nine to eleven year old.

It is suggested that branches approach the elementary schools through an elementary counselor, curriculum coordinator, teacher leader, or building principal. If the branch can afford it, a complete "**Imagining the Future**" packet could be duplicated and presented to the school. Alternately an information pamphlet (a camera-ready copy is included in this packet) could be left with the school contact while interest is generated in using the packet.

ACTIVITIES FOR TEACHERS, LEADERS/MENTORS AND STUDENTS

These activities may be used in a classroom or with any group (such as a Brownie-Girl Scout troop meeting) on an on-going basis. Use these activities over a period of time so that an increased awareness will have a lasting effect. Build these activities into weekly planning, and children will assume that career exploration for their futures is natural for everyone.

1. **From A to Z** (Group activity)

   Students list as many occupations as they can think of, one for each letter of the alphabet.

   example: A astronaut
   B barber
   C cab driver
   D dentist

2. **Crystal Ball Gazing**

   Students make a list of jobs that might exist in the future.

3. **"Work" Books**

   As a class or group project, students compile a dictionary of careers and occupations. Students can pool the information they have found in their independent research.

   Do not forget: Job Title
   Job Description
   Illustrations

4. **Off to the New Land**

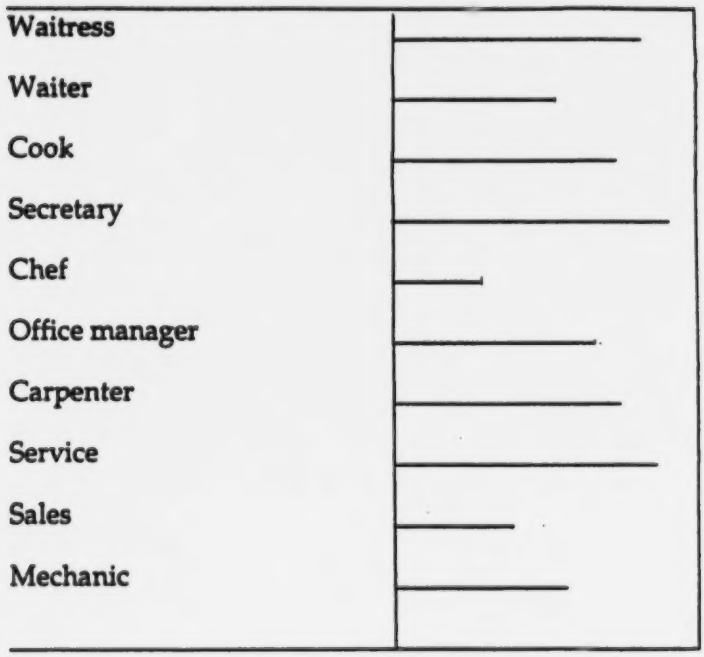
   Students choose a group of people to start a new town. They brain storm the occupations the people will need to start a new town and keep it running. Children may want to write a story or draw a mural depicting this town.

5. **Time Out**

   Students collect or draw pictures of leisure activities. For each picture, they make a list of the occupations involved in providing these activities.

6. **Opportunity Graphs**

Using want ads, students analyze job opportunities in their community and make a graph showing what they find. They could graph the following: How do jobs for women compare to those for men? What areas show the most jobs available? Students can compare want ads in a city and a small, local community paper. Students can then make a graph to show which jobs are most available.



WANT AD GRAPH

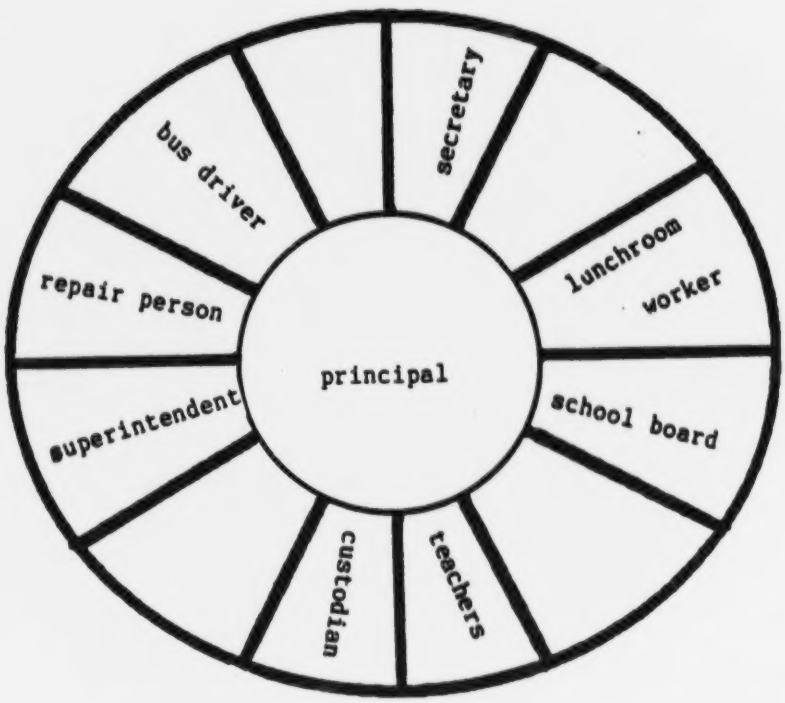
7. **Goods and Services**

Students can survey their parent/s as to job and chart those parents involved in producing goods and those involved in producing services. Point out that many new jobs will be service oriented.

8. **Skills Inventory**

Brain storm for skills required for various jobs. Students should list their skills and match their skills to those required for various occupations.

9. **Occupations Link-People Working Together**



Students choose one job as a starting point, then add all the jobs possible that are related to the first one. Use a flower or wheel to illustrate.

10. **Surveys, Letters and Reports**

.."I Wish I May, I Wish I Might" - Students survey five people. Ask each person what occupation they would like if they could be anything they wanted. Compare the results of the adults surveyed to the occupations children list as their "Wish." Are there comparisons? What do the students think stops some adults from doing what they would like if that is different from what they do?

.. Students can write a letter to find out more about a career they are interested in. They could write to the United States Office of Education or to the PA Department of Education, Harrisburg, PA. Other addresses are available in career trade books and textbooks. (see resource list)

.. Students can make up job questionnaires and interview five or more people about their jobs. Questionnaires should contain at least 10 questions. For example:

1. What is your job called?
2. What do you do?
3. What do you like about your job?
4. What don't you like about your job?
5. Do you need special tools or use special equipment to do your job?
6. Who do you help when you do your job?
7. Do you need special talents to do your job?
8. Do you need special education to do your job?

.. Students can prepare an oral or written report about the Working World. They can describe a job or career that they have researched and tell why they consider it an important occupation.

.. Students can design pictures to symbolize the types of careers found in each of the career clusters. These can be displayed with their reports.

TEACHER/LEADER PLANNED ACTIVITIES

1. **Classroom Job Chart**

   Start career education early right in your classroom or group meeting. Rather than having children randomly sign up or be picked for classroom jobs list the jobs on a special section of the board with the number of "vacancies" to be filled written after each. Before receiving applications have a class discussion on the responsibilities and skills needed for each job. Make the application procedure simple. Have children print their names and list the personal skills, talents and interests that would qualify them for the job sought. Classroom jobs can be filled by new applicants monthly.

2. **Creative Career Happening**

   Invite community artists, musicians, writers, and so on to participate in week-long career happening. It will expose students to many talented adults, help them develop an awareness of the place of art in the real world and provide an opportunity to explore their own creative abilities and interests. Have participants plan both "hands on" and informative sessions. Other career areas could be involved in future career happenings.

3. Choose a panel of boys and girls and have a discussion on this question: "Are there jobs that only men/women can do?" Have the children brain storm for questions for the panel to discuss.

4. Invite a guest speaker especially one in a non-traditional role and have them speak to the class OR
   Recruit "Alumni Detectives" to locate and get in touch with people who have graduated from your school and have gone on to varied and unusual occupations and professions. Students can mail a questionnaire to graduates in a special field of endeavor or interview them personally.

   Special assemblies could be planned to honor these graduates who might talk to the students about their work.

BULLETIN BOARD DISPLAY IDEAS

1. Cover a bulletin board with chart paper, have markers available. Have students fill paper with all the names of occupations they can think of.

2. Chart the major school subjects. List all the jobs that use the skills learned in each subject.

3. Design a bulletin board showing different workers and the tools they use.

4. Display various careers. Illustrations for jobs related to the newspaper field, i.e., photographers, artists, reporters, pressman, secretaries and advertising salespeople can be mounted on a bulletin board covered with front pages of old newspapers. Horticulture careers such as florists, landscape architect, horticulture writer, nursery owner, etc., can be displayed on a background in the shape of a flowerpot and flowers. For an original display on travel occupations, use an outline of a piece of luggage or a real suitcase.

5. Help youngsters become knowledgeable about jobs and careers by researching, discussing, listing, and making posters of related clusters of work. Job clusters can be illustrated by the use of a tree trunk for the main category with limbs for related occupations. Or, magazine pictures could be used to create a wheel-with spoke illustrations.

RESOURCES

BOOKS

I can be...books, Chicago: Childrens Press

I Can Be A Chef, Ann Heinrichs Timchek
I Can Be A Doctor, Rebecca Hankin

Careers...books, Minneapolis, MN: Lerner Publications

Careers in a Supermarket, Mark Lerner
Careers with an Electric Company, Pam Fricke
Careers with an Advertising Agency, Laura Storms
Careers with a Fire Department, Johanna Peterson
Careers with a Postal Service, Johanna Peterson
Careers in Education, Christopher Benson

Goldreich, Gloria. What can she be? A Veterinarian. NY: Lothrop, Lee & Shepard; 1972.

Goldreich, Gloria. What can she be? A Legislator. NY: Lothrop, Lee & Shepard; 1978.

Schima, Marilyn. I Know a Nurse. NY: GP Putnam's Sons; 1968.

Williams, Barbara. I Know a Garageman. NY: GP Putman's Sons; 1968.

Smith, Betsy. A Day in the Life of a Firefighter. Troll Associates; 1981.

Witty, Margot. A Day in the Life of an Emergency Room Nurse. Troll Associates; 1980.

Careers to explore for Brownie and Junior Girl Scouts. NY: Girl Scouts of the USA; 1979.

Let's Discover What People Do. Milwaukee: Raintree; 1981.

Bourne, Mirian Anne. A Day in the Life of a Chef. NY: Troll Associates, 1987. This comes in a set with a hardcover book and a word-for-word audio cassette.

Broekel, Ray. I Want to be an Automechanic. Chicago: Children's Press; 1985.

Drackett, Phil. Car Makers: MacDonald Educational; 1980.

English, Betty Lou. Women at their Work. NY: The Dial Press; 1977.

Foote, Patricia. Girls Can be Anything They Want. NY: Julian Messner; 1980.

Lee, Richard S. Careers in the Restaurant Industry. NY: Rose Publishing Company, 1988.

Miner, Jane Claypool. Career prep: Working in a Hospital. NY: J. Messner; 1983.

Saul, Wendy. Butcher, Baker, Cabinetmaker: Photographs of Women at Work. NY: Thomas Y. Crowell, 1978.

Scarry, Richard. What Do People Do All Day? NY: Random House; 1968.

Strong, Arline. Veterinarian, Doctor for you Pet. Atheneum; 1977.

RESOURCES FOR TEACHERS TO USE WITH STUDENTS

Duffy, Patricia L. "Skills for Life." Instructor Magazine, February, 1988, pp 36-38.

Channing L. Bete Co., Inc. 200 State Road, South Deerfield, MA 01373-0200.

Scriptographics: 1988-89
About Career Planning #Z18630A
Career Opportunities for Women #Z55111B

"People At Work, Vocational Education Equity Program," PA Department of Education, PO Box 911, 333 Market Street, Harrisburg, PA 17108. (717-783-8506) Attention: Equity Coordinator.

American Guidance Service, (1989), Publishers Building, PO Box 99, Circle Pines, MN 55014-1796, Occupational Outlook Handbook: detailed Job descriptions, updated every two years, $19.95, #T1142 (800-328-2560, 7:00am 6:00pm central time).

FILMS AND VIDEOS

Barr Films, (1989), 1201 Schabarum Avenue, PO Box 7878, Irwindale, CA 91706-7878. Work and You, JSC 18 min., color Order #A 959, 16mm., Video-VHS, $245.00, 3/8 $275.00. Rental $50.00. Call (800-234-7878).

Career Builders Video Series. Twelve video cassettes. Twenty-four min. each with teacher's guide. Educational Design, 1986.

Titles:

Nursing and Medicine	Law Enforcement
Journalism	The FBI
Commercial Art	Retailing
Performing Arts	Firefighters
Photography	Education
Cosmetology	

Each video presents job requirements, necessary personality traits and a variety of specialities within each specific career.

FOR THE COMPUTER

Visual Sound, (1989), Lawrence Park Industrial Center, 485 Parkway South, Broomall, PA 19008, (215-544-8700), Career Search, cc102A, Apple II, 48K, two disks, $95.00.

IMAGINING THE FUTURE

is

Available from the

Branch

of the Pennsylvania Division

of the

American Association of University Women

Address:

Telephone:

Illustrations from CareerWorks created by Judith Haase.

PROJECT 21st CENTURY

PREPARING YOUNG WOMEN FOR THE FUTURE

IMAGINING THE FUTURE

American Association of University Women
Pennsylvania Division

Lily Tomlin, the comedienne, once said, "What would the world be like if we all grew up to be what we wanted to be when we were children? Can you imagine all the ballerinas and cowboys?" We have yet to counsel children to separate true skills from those that are imaginary. In a world where too many are unhappy in their work, it is imperative that we begin now, as we move into the new and different world of the 21st Century, to teach our children career awareness and awaken them to the future that lies before them.

Imagining The Future, one of the segments of Project 21st Century: Preparing Young Women For The Future prepared by the Pennsylvania Division of the American Association of University women is a packet of materials designed to introduce career awareness to elementary age children.

This packet includes CareerWorks, a career exploration book developed for elementary students and keyed to their interests and hobbies; a collection of activities, games, and puzzles for student/teacher (leader) use; and a resource list including books, videos, and computer software.

Imagining The Future is attractive, useable, and timely and will be appealing to classroom teachers. Many of the activities have been classroom tested and require a minimum of additional resources. The CareerWorks book is a unique publication which will be an invaluable aid in bringing career awareness to an elementary classroom. The activities, games, and puzzles are camera ready for duplication use in the classroom.

GAMES AND WORKSHEETS

(FOR DUPLICATION)

GAMES

Through these games, children can experience career exploration in a fun, relaxing manner. Making career exploration and future planning an integral part of a young person's life will help that individual focus energies later on.

Games Included:
- Classroom Password
- Job Charades
- Who's Who
- If You Like It (crossword puzzle)
- Occupation Word Find
- Who Does the Dishes

Classroom Password

Using names of various occupations, players try to guess occupation from clues given by their partner. Teams of two players each compete against other teams. One partner gives clues while other child tries to guess word. Alternate between two teams making five clues the limit until someone guesses the word.

Job Charades

Act out an occupation and have participants guess which job you are acting out.

Children choose a card, with an occupation written on it, to act out.

Examples	driving teacher	coach
	construction worker	florist
	pharmacist	baker
	telephone operator	telephone line repair person

WHO DOES THE DISHES?

A boy and girl are at the dinner table. Both are enjoying the food. Both are making the dishes dirty. Who should wash the dishes? Who should clean up? Are there boy's jobs and girl's jobs? Some people think so. Let's explore what you think.

Name one job that some people call "a girl's job."

_____

Give two reasons why boys could do that job just as well as girls.

1. _____

2. _____

Name one job that some people call "a boy's job."

_____

Give two reasons why girls could do that job just as well as boys.

1. _____

2. _____

List some of the jobs boys and girls do at home.

_____ _____

_____ _____

How do you feel about boys and girls doing the same jobs at home?

_____

_____

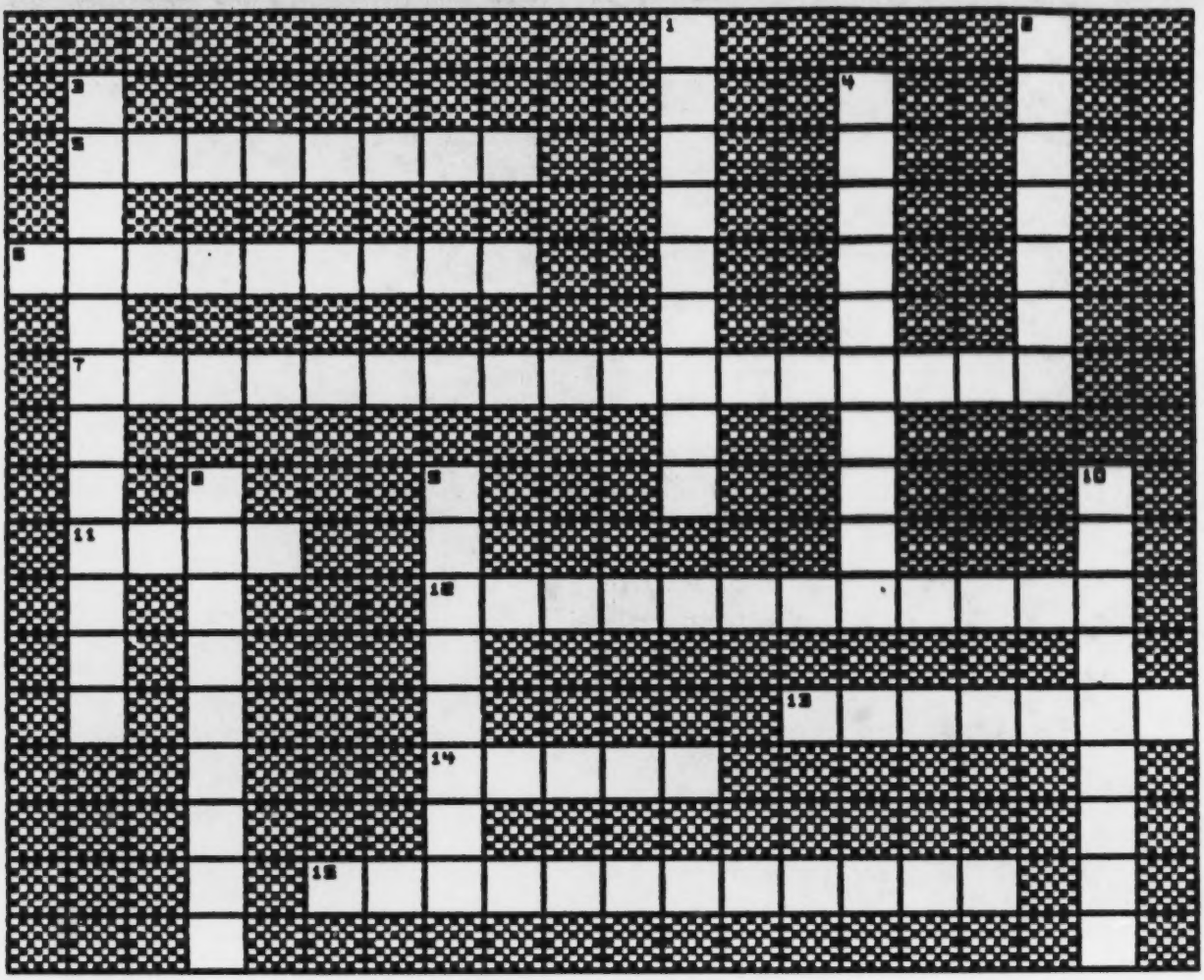
List some of the jobs girls and boys do at school.

_____ _____

_____ _____

How do you feel about girls and boys doing the same jobs at school?

_____



ACROSS CLUES

5. If you like to build models, you might be an ...
6. If you like to read, you might be a ...
7. If you like talking on the phone, you might be a ...
11. If you like food, you might be a ...
12. If you like sports, you might be a ...
13. If you like helping children, you might be a ...
14. If you like taking care of people, you might be a ..
15. If you like being outside, you might be a ...

DOWN CLUES

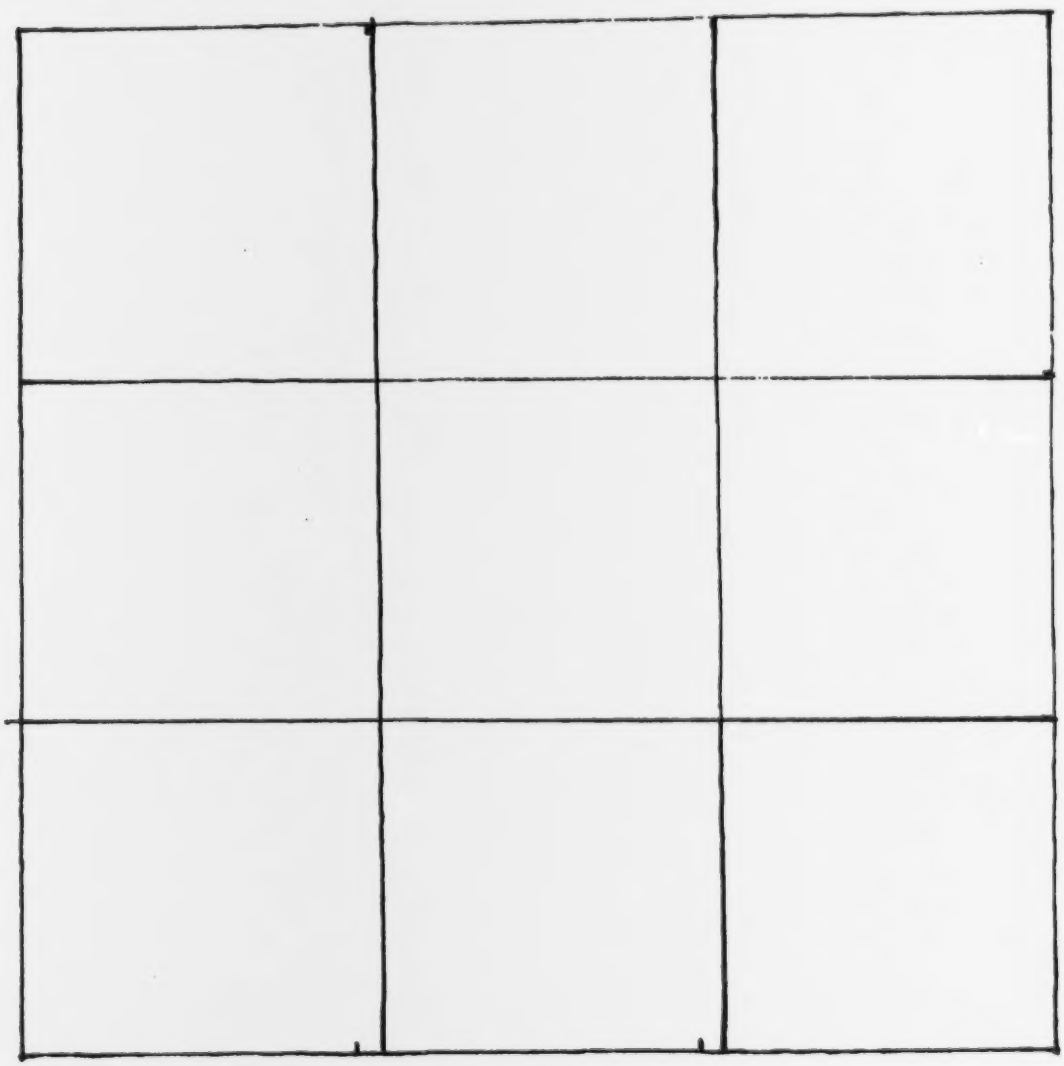
1. If you like animals, you might be a ...
2. If you like puzzles, you might be a ...
3. If you like little children, you might be a
4. If you like computers, you might be a ...
8. If you like digging in the dirt, you might be a
9. If you like art projects, you might be a
10. If you like making things, you might be a

WORD LIST FOR IF YOU LIKE IT

Carpenter	Geologist	Programmer	Chef
Librarian	Sportswriter	Designer	Nurse
Engineer	Pediatrician	Teacher	Plumber
Forestranger	Zookeeper	Telephoneoperator	

WHO'S WHO?

Fit in some unusual but useful vocabulary words. Divide a duplicating master into nine large rectangular sections. At the bottom of each section, type unusual occupation titles. Examples might include: milliner, sleuth, leger-demainist, numismatist, instructor, mortician, haberdasher, philatilist, manicurist, podiatrist. Have students use the dictionary to find pronunciations and meanings for the words. Students should draw in the box an object that would be associated with a person of that particular occupation.



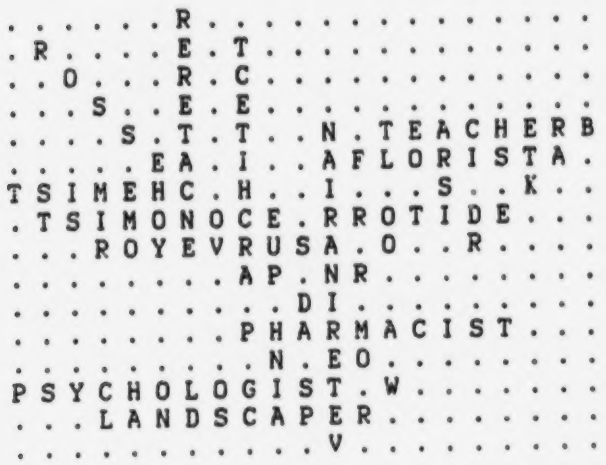
OCCUPATION WORD FIND

P J L J P A R M O U B H H J F Q U M T D D
O R A F X Z E U T H E O P J O N D X M B V
D R O M E K R M C P W B P U L Y X M D D Q
V M H S B W E Y E Q S A C S N X B G C V B
X D C O S C T A T G A N T T E A C H E R B
J Q Z H L E A S I C X A F L O R I S T A S
T S I M E H C K H Y U I W D J S A M K X S
J T S I M O N O C E L R R O T I D E C U Y
Z A X R O Y E V R U S A F O W E R V L F V
L J Z D U N I F A P I N R Y P I K S D P G
H B J F T S T N S G D I H I G C H L E N R
S Z Y C F Z M H P H A R M A C I S T K W T
D Z E A J O I Y Y N J E O U Q C K C N P D
P S Y C H O L O G I S T O W Z Q Y A W C N
O N O L A N D S C A P E R O Q Z D S X P V
O E B K U D U R J Z O V G T R J W S E X F

Can you find these words?

WORDPROCESSOR	VETERINARIAN	PSYCHOLOGIST
LANDSCAPER	PHARMACIST	ECONOMIST
HISTORIAN	ARCHITECT	SURVEYOR
CHEMIST	FLORIST	CATERER
TEACHER	EDITOR	BAKER

Answer Key for: OCCUPATION WORD FIND



CareerWorks
PENNSYLVANIA DIVISION • PROJECT 21st CENTURY •
AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

Prepared by the American Association of University Women

CareerWorks is a publication of the Pennsylvania Division of the American Association of University Women. Created and illustrated by Judith Haase, **CareerWorks** is a portion of the **Imagining The Future** option of the division's **Project 21st Century: Preparing Young Women For The Future.**

It is available for purchase at the cost of $3 per booklet by writing to AAUW - Pennsylvania Division, 15 Valley View Drive, Sugarloaf, PA 18249.

For the educator or parent: **CareerWorks** is by no means a complete list of vocations, it is a starting point for children who have no real idea what they would like to be. Both professional and industrial, skilled and semi-skilled jobs are listed.

You will notice that in some areas, such as individual sports, the jobs listed may appear very diverse. Keep in mind that in this category in particular, the child may be a loner or a high achiever. The jobs listed try to cover both types of child.

April, 1989

For some people, choosing a career is easy. They may plan to do the same things their parents or relatives do. Other people may want to have the jobs of people they admire: rock singers and musicians, teachers, actors and actresses, the President, maybe even their doctor, or some sports figure.

For other people, maybe even you, deciding WHAT to do when they grow up is difficult. **CareerWorks** is a list of all sorts of jobs that you might like to do based on what you do in your spare time. There may be jobs you've never heard of. Look up the kinds of careers you're interested in. Some of the jobs listed require a four year college degree, but some only need special training at a technical school or community college.

But remember: when YOU are old enough to work, your high school diploma is the first step in opening the doors to better jobs for years to come. Every job on this list will probably need that!

The Big 9

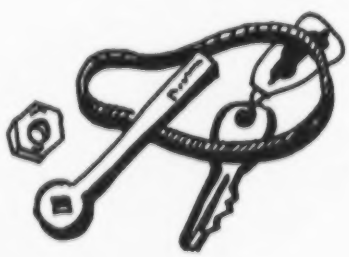
One hundred years ago, jobs like blacksmithing and harness making were good ways of making a living. Twenty years ago, the computer industry was so small that only a handful of jobs were available. That is why you should know what kinds of careers will be needed in the 21st century.

Below are nine careers that will still employ a lot of people twenty years from now. If any of these jobs interest you, read more about them at your public library.

NURSING: Nurses today do all sorts of routine tests and therapy that only doctors did years ago. It takes three or four years of special training to be a nurse, and usually a few months of instruction to be a nurse's aide, someone who takes temperatures and blood pressures of patients, and does other non-medical tasks. Many men who are interested in medicine are nurses today.

ACCOUNTING: Computers may have speeded up the solving of number problems, but our businesses use more numbers today than ever before! An accountant deals with the numbers businesses use: how much money was spent, how much money was made, and how much profit there was. Bookkeepers and auditors do similar work, as do inventory people and billing clerks. Since accountants also help companies invest their money, they may go to a four year college for a business degree, or they may go to business school.

AUTO MECHANICS: Years ago, anybody who liked to poke around inside a car engine could probably keep a car running with very little help from a garage. Today's engines are so complex that FINDING the problem is sometimes much tougher than fixing it! Auto mechanics learn their trade at vocational or technical schools. Many go on to own their businesses.



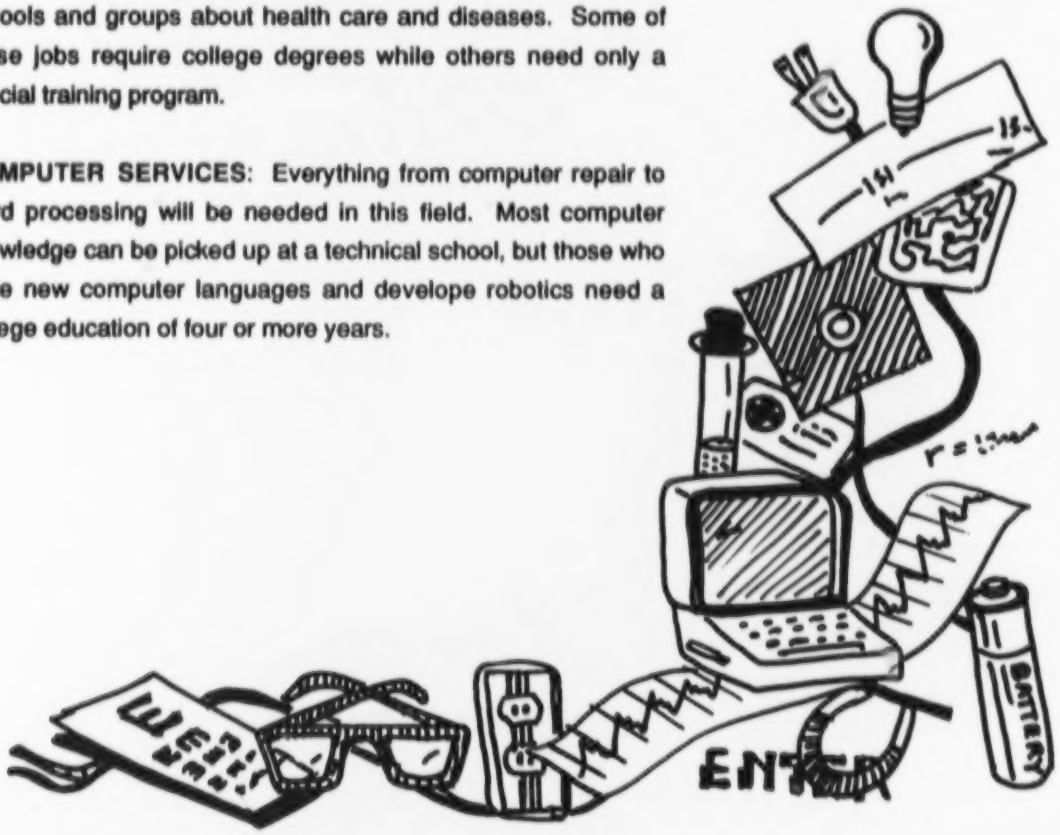
ELECTRICAL ENGINEERS: Our society relies heavily on electricity. Electrical engineers work with power supplies and make diagrams for electrical wiring. This is a job with lots of math! An electrical engineer needs a degree from a four year college. They may even take extra courses to keep up with technology.

ELECTRONICS: New buildings need to have wiring installed. Electricians follow diagrams drawn by engineers to fill the building's electrical needs. Other people in electronics might repair electrical appliances or wiring. Most electricians pick up their skills at vocational and technical schools.

HEALTH SERVICES: Lots of tests that were done at hospitals are now done by medical labs that work with hospitals to save time and money. Clinics also take care of routine health checks.

Other forms of health services might be home care visits for the sick, physical therapists, or traveling programs which speak to schools and groups about health care and diseases. Some of these jobs require college degrees while others need only a special training program.

COMPUTER SERVICES: Everything from computer repair to word processing will be needed in this field. Most computer knowledge can be picked up at a technical school, but those who write new computer languages and develope robotics need a college education of four or more years.



FOOD SERVICES: The food industry is one of the fastest growing groups today. With more people eating out, lots of people are needed to prepare and serve food, jobs which are very necessary to society that don't require much training. Those persons who want to own restaurants, or at least to manage them, can get extra training at technical schools and community colleges. Those people who wish to be chefs not only go to cooking school, but they may also be apprentices, an on-the-job type of training in which they work with a master chef.

Other jobs in this area which require extra training are the product designer, who test food to see how easy it is to make and if it tastes the same every time it's made!

PERSONAL SERVICES: This is another industry that is still really young, and new companies are starting every day! If you have an idea for a new type of business that will help make people's lives easier, then this is for you! Dog walkers, housecleaners, nannies, lawn care companies, persons who shop for shut-ins, caterers, dry cleaners, catalog companies, and day care centers are just some of the hundreds of new businesses invented to help households run smoothly and to save people time. Depending on the skills needed, these jobs may require extra training.

While these nine areas will have lots of jobs in the 21st century, there are many more careers for you to choose from. Pick three or four for now. As you get older, you'll probably find it easier to pick one major field, and to study the jobs in that group. Today, many people switch careers after ten or twenty years at one job. So don't worry; pick something you really would be interested in as a career. There's THOUSANDS of things to do!

CareerWorks

What do you do in your leisure time that makes you happy? After all, you can dream of being a star basketball player, but if you don't list basketball as your number one hobby, it's not the career for you. If talking to people makes you nervous, you might not be headed for that career as a news commentator.

Look through the following pages for those things that you like to do. Behind each entry are some careers you might think about. When you look up two or three items, you may find the same jobs listed again. If they sound interesting, find out about those careers by reading about them, or perhaps you know someone who does one of the jobs you like. Talk to them about it.

I LIKE TO STAY OUTSIDE AND DO THINGS: If the "outside" is near the water you might be: an oceanographer, a pollution specialist, a waterfront developer, a fish farmer, or a boat operator. If the "outside" is in the city, you might be a carpenter, a builder, a painter, a gardener, a landscaper, a police officer, a road builder, a construction worker, a house painter, a street musician, a street vendor, an animal control officer, or a city planner. If the "outside" is in the country or mountains, you might like to be a naturalist, a farmer, a landscaper, a horticulturalist, a utility maintenance person, a heavy machinery operator, an animal breeder, a rancher, an erosion specialist, or a seed developer. Other jobs that you might consider are a florist, archeologist, geologist, nature photographer, journalism photographer, or editor of a gardening magazine.

I LIKE PLAYING WITH COMPUTERS: programmer, word processor, inventory controller, secretary, computer repair worker, autodesign drafter, desktop publisher, games designer, information center worker, electrician, circuitry designer, teacher, travel reservations person, statistician, air traffic controller, chemist, physicist, stock broker.

I LIKE TO READ LOTS OF DIFFERENT THINGS: news reporter, editor, proofreader, librarian, researcher, statistician, teacher, word processor, secretary, court stenographer, medical transcriber, historian, economist, politician, pharmacist.

I LIKE TO SOLVE PUZZLES: If word puzzles and logic puzzles are fun for you, you might be a detective, an electrician, a layout designer, a copyfitter, an electrical engineer, a mechanical engineer, a product designer, a proofreader, an editor, an inventory clerk, a researcher, or a word processor.

If jigsaw puzzles, skill puzzles, and mazes keep you busy, then perhaps you might like to be a product designer, an electrician, a blueprint reader, a production line worker, an assembler, a compiler, a packer, a mechanical engineer, a carpenter, a jewerly stone setter, an artist, a craftsperson, a mechanic, an optician, a researcher, a chemist, a lab technician, a postal clerk, or a machinery operator.

I LIKE TO PLAY TEAM SPORTS: Team players have to cooperate with a lot of people to win a game. Jobs you might like are: public relations director, recreation planner, events organizer, assembly line worker, coach, physical education teacher, firefighter, police officer, service industry worker, air traffic controller, emergency hotline operator, office manager, receptionist, secretary, teacher, professional athlete, doctor, nurse, researcher, member of the armed forces (Army, Air Force, Marines, Navy), government employee.

I LIKE TO BABYSIT: daycare worker, toy designer, pediatrician, child psychologist, nanny, primary grade teacher, nurse, nursery program director, child care product designer, children's author, child care columnist, welfare counselor, camp director, library storyteller.

I LIKE TO PLAY INDIVIDUAL SPORTS (gymnastics, skateboarding, skating): sports instructor, equipment designer, sports writer, sportswear designer, manager, coach, sports therapist, independent business owner, sales representative, teacher, doctor, nurse, lawyer, draftsperson, researcher.

I LOVE TO EAT, AND I LOVE TO WORK IN THE KITCHEN: restaurant manager, chef, baker food columnist, caterer, food product designer (even Mr. Kellogg had to invent corn flakes!), batch tester for prepared foods, food purveyor (THAT'S a good word to look up!), food photographer, grocery or deli clerk, food advertiser, packaging designer.

I LIKE TO SPEND A LOT OF TIME TALKING TO MY FRIENDS (both on the phone and in person!): receptionist, professional greeter or restaurant and theater seater, bank teller, public relations worker, social worker, teacher, religious leader, politician, salesperson, nurse, doctor, interviewer, telephone sales and survey representative, telephone operator, lawyer, journalist, psychologist, events planner, manager, newscaster.

I LIKE TO GET TOGETHER WITH MY FRIENDS AND PUT ON SKITS AND DO PLAYS: Well, the obvious career here is an entertainer, right? Only a handful of the people you see on television and in movies do acting every day, and it is a very hard field to get into. Good luck if you go into acting, but here are some other things you might do: a psychologist, a receptionist, a local newscaster or reporter, a columnist, a physical therapist, a social worker, a set designer, a window dresser, a script writer, a children's theatre instructor, a vocal music teacher, a public speaker, a politician, a sales representative, a personnel director, a manager, a teacher, or a dancer.

I LIKE TO LISTEN TO MUSIC AND SING (or play a musical instrument): You could be the next big rock star or orchestra director, or you could be: a sound mixer, a disc jockey, a program manager, a music store owner, a music teacher, a sound technician, a record producer, a recording engineer, a choir director, an audiologist, an instrument builder, or a person who makes and sells recordings of music to be played in public places like the supermarket.

I LIKE TO PAINT AND DO ART PROJECTS: commercial artist, illustrator, computer graphics artist, television graphics artist, mechanical engineer, architect, interior designer, clothing designer, city planner, display person, curator, teacher, art therapist, pigment and art product chemist, packaging designer, sign painter, photographer, layout artist, museum worker.

I LIKE TO TAKE CARE OF ANIMALS: zookeeper, veterinarian, animal breeder, animal trainer, pet column writer, animal photographer, animal behaviorist, scientist, biologist, psychologist, pet food inventor, pet store worker, environmentalist.

I LIKE TO DO SCIENCE PROJECTS LIKE "MR. WIZARD": physicist, biochemist, chemical engineer, lab technician, product tester, nuclear scientist, aerospace engineer, astronaut, computer engineer, detective, corrosion engineer, environmental engineer, electrical engineer, water and sewer control technician, medical examiner, doctor, nurse, medical technician, pharmacist, astrophysicist.

I LIKE TO WORK WITH TOOLS AND FIND OUT WHY THINGS WORK: inventor, auto mechanic, driver, heavy equipment operator, machinery operator, mechanical engineer, project designer, assembly worker, restorer, carpenter, electronics technician, computer operator, robotics engineer, criminal investigator, electronics repair person.

I LIKE TO BUILD MODELS: machine assembler, product assembler, drafting, engineering, transportation designer, electrician, art restorer, display builder, carpenter, architect, orthodontist, mechanical engineer, model maker.

I LIKE TO GO TO THE MALL OR VISIT NEW PLACES: product designer, display maker, store manager, sales clerk, inventory clerk, travel agent, events planner, travel editor, commercial photographer, land developer, real estate agent, public relations director, publisher, news commentator, journalist, survey taker, tour director, surveyor, clothing designer, advertising artist, retail buyer, business loan officer, security officer, store maintenance worker, builder.

I LIKE TO WATCH TELEVISION: Hopefully, you're not another couch potato, are you? Too much television can actually make it difficult to face the real world. However, if this IS your favorite activity, read on:

News and documentary shows: journalist, historian, lawyer, economist, research assistant, police worker, company events planner, politician, civil service worker, social worker, photo-journalist, news commentator.

Sports events: sportscaster, sportswriter, professional athlete, coach, sporting event organizer, referee, television programmer, camera person, sports photographer, doctor of sports medicine, equipment designer, sporting goods store employee.

Talk shows: social worker, lawyer, interviewer, job placement counselor, psychologist, salesperson, company representative, society journalist, commentator.

Soap operas and series: mostly escape stuff here. They both deal with people and life. If you know the difference between fantasy and real life, you may really want to work with people: factory worker, secretary, receptionist, sales representative, food service employee, airline steward or stewardess, taxi driver, ticket taker, postal worker, government employee, member of the armed services, doctor, nurse, physical therapist, teacher, public relations director, events planner, supermarket employee, social worker, police officer, fire fighter, caregiver for children or the elderly, sports instructor or coach.

PROJECT 21st CENTURY

PREPARING YOUNG WOMEN FOR THE FUTURE

EXPLORING THE FUTURE

Pennsylvania Division • American Association of University Women

PROJECT 21st CENTURY: PREPARING YOUNG WOMEN FOR THE FUTURE

EXPLORING THE FUTURE

Goals:

- To develop an awareness of the economic value of specific careers.
- To recognize the economic disparities between salaries paid to men and women.
- To recognize the reality of being in the work force for a significant period of years.
- To understand the fact that good work habits are established early in life.
- To develop self-awareness which will assist one in making appropriate educational choices.

Introduction:

Exploring the Future is a career awareness program geared for 7th and 8th grade students. The 45 minute workshop which can be done inside a classroom setting, an "assembly," or at any gathering of 7th/8th graders develops an awareness of the realities of the working world. The presenter reviews career possibilities, salary schedule and educational options to promote career goals.

Packet Includes:

- Background Information
- Workshop Activities
- Careers Information Sheet
- Play Money

Target Audience: Seventh and eigth grade students.

Activities to be done by presenter prior to workshop:

1. Make one copy of activity sheet for each student.
2. Duplicate and cut play money and prepare money packets for students:
   Boys - two $500's; seven $100's; four $50's.
   Girls - one $500; seven $100's; three $50's.
3. Read teacher background information and introduction to Project 21st Century Packet.

Agenda for Presentation of Exploring The Future

Distribute CAREER Sheet

Activity	I	"Medium-to-fast Growth Industries" Discussion of CAREER Sheet
Activity	II	A Look at A Budget (use play money)
Activity	III	Facts to Consider - Discussion
Activity	IV	Work Habits (use scenarios provided)
Activity	V	Student/Participant Essay

To Branch Members:

This program is designed for use in the classroom, church youth program, Girl Scouts or any other group setting for students of this age bracket.

Procedural suggestions:

1. To introduce into your local school district, contact administrators, guidance counselors, or individual teachers that you may know. Ask them the best procedure to follow in gaining acceptance for this program.

2. The program could be integrated into a humanities course, guidance program, home economics program or career planning.

3. Possibly, a model of this this could be presented at a teacher workshop for use in the classroom by the teachers themselves. It could be an excellent springboard for career planning.

4. If possible, encourage younger members of the branch to be the presenters to the junior high students.

Teacher/Presenter Background Information:

This presentation consists of five activities. You may choose to use all of these activities or you may supplement the presentation with material of your choosing.

Activity I - Medium-to-Fast Growth Industries - CAREER Sheet Discussion

Discussion starters: What surprises do you see? Why do you think certain careers (be specific) pay so much more than others? What are the educational requirements for various careers? What are some of the benefits, other than salary, of certain careers? What are some of the unpleasant aspects of certain careers?

For the teacher: Discussion of Activity I should lead students to understand that the salary assigned to a specific career is dependent on many factors. Jobs are usually evaluated using a point system which assigns a value to factors such as education, training, physical effort, responsibility, working conditions and safety. All of these factors can also be influenced by cost of living in a particular area as well as the labor pool available.

Activity II - A Look at a Budget

Today, a woman earns 70 cents (63 cents in Pennsylvania) for every dollar that a man earns.

Average man's salary per month $1,900.
Average woman's salary per month $1,330.

Ask two students (one male, one female) to volunteer for this project. Using the packet of play money, give $1,900 to the male and to the female give $1,330, explaining to the class the discrepancy. Ask each of the two students to hand you money for rent, then car, etc. Looking closely at the remaining net amount of the man's salary versus the woman's, you will see that the man will have approximately $750 left at the end of the month versus the $80 that a woman will have left. This will be an annual total of $9,000 for a man versus $960 for a woman.

Also, keep in mind that the Pennsylvania percentage of an average man's salary versus an average woman's salary is 63%. This figure will bring the average woman's net salary to approximately $1,200 per month. The result would be a deficit in the total net income for women in Pennsylvania.

Questions for discussion: Is this fair? Why do you suppose that women only make 70 cents on the dollar? What can be done about it? What does that suggest about career choices?

Activity III - Facts to Consider

Discussion starters: Why do you suppose that in many families both husband and wife work? Have you ever thought that you would probably be working for 42 years? What are some of the problems that single parents encounter?

Activity IV - Work Habits

Present one or both of the following scenarios:

1. A salesman earning $45,000 is being sent to the west coast for an important appointment. His flight leaves at 10:15am. He takes more time packing than he had expected to; the traffic on the way to the airport was unusually heavy; he missed the flight. He arrived for his appointment one and one-half hours late.

   Was the person he expected to see waiting for him? If so, was it a cordial meeting? Did he have a successful sale?

   He returned home late that evening, realizing that he was to have a report on his boss's desk the next morning at 8:00am, he quickly wrote his report and was hardly able to read his own writing. He overslept but managed to have his report at the office the next morning at 8:15am.

   Do you think his boss was pleased? How long do you think he will keep his job? What can he do?

2. An architect is at a client's office making a presentation when she realizes that she does not have some very important budget figures she needs.

   Should she blame her secretary or make up a story about losing them in the taxi? Will the client believe either of these stories? How would he react if she honestly admitted that the figures were missing, offered to get them to him by the end of the day and apologized? Which answer will be more likely to win the contract for her?

For the teacher: A discussion of work habits should cover the consequences of being late, which are far greater in the work world than they are in school, including losing your job. Discussion should also cover the need to be responsible for our actions by admitting our mistakes and taking steps to correct them. We should also learn from them to ensure that it does not happen again.

A discussion of work habits, frequently formed in adolescence, could lead into the final activity.

Activity V - Short Essay

This can be started in class or given as an assignment. Discuss with the classroom teacher the best procedure. She/he may wish to grade the essays or may wish to give them to you. Subjects for theme could be:

- What am I doing well in school that is preparing me for a career?
- In what areas do I need improvement to assist me in a future career?
- What was the most surprising thing I learned today?
- What kind of career would I choose and why?
- What kind of courses should I be considering in high school to prepare for this career?

Conclusion

Thank students for their interest. Wish them well as they plan for their careers. Emphasize that the choices they make in course selection determine choices available later on in career selection.

CAREERS

Medium-to-Fast Growth Industries and Their Average Salaries:

Computer Programmer	$15,000-30,000	Dental Assistant	$15,000
Lawyer	20,000-90,000	Physician's Asst.	20,000-40,000
Accountant	20,000-60,000	Nurse (RN)	20.000-40,000
Electrical Engineer	25,000-75,000	Chef/Cook	10,000-20,000
Commercial/Industrial Equipment Repair	15,000-40,000	Stockbroker	50,000-150.000
Plumber	12,000-35,000	Pharmacist	30,000-50,000
Pilot	40,000-130,000	Teacher	18,000-40,000
Carpenter	12,000-30,000	Electrician	12,000-30,000
Computer Technician	15,000-30,000	Physical Therapist	12,000-35,000
Physician	180,000 av.	Legal Assistant	15,000-30,000
Auto Mechanic	10.00-15.00/hr	Architect	20,000-40,000

A Look at a Budget:

Today, a woman earns 70 cents for every dollar that a man earns. Average Man's Salary (per month); Average Woman's Salary (per month) $1,300.

Average monthly expenditures:

Rent (you share)	$300
Car	200
Gas	50
Phone	50
Food	200
Entertainment	50
Insurance	100
Credit Cards	100
Miscellaneous (clothes, gifts, etc.)	200
	$1,250

Facts to Consider:

- Only 40% of all jobs (two jobs out of five) pay enough to maintain a family of four people.
- In 61% of marriages both spouses work.
- Married women work on the average of 25 years.
- Single women work on the average of 42 years.

Pennsylvania Labor Department
October, 1987

HANDOUTS

500 The United States of America 500

500 Five Hundred Dollars 500

500 The United States of America 500

500 Five Hundred Dollars 500

500 The United States of America 500

500 Five Hundred Dollars 500

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PROJECT 21st CENTURY

PREPARING YOUNG WOMEN FOR THE FUTURE

EXPERIENCING THE FUTURE

Pennsylvania Division • American Association of University Women

PROJECT 21ST CENTURY: PREPARING YOUNG WOMEN FOR THE FUTURE

EXPERIENCING THE FUTURE

Goals:

To inform high school students of career opportunities and choices for the 21st Century and provide each of them with an in depth exploration of one career.

Introduction:

The Career Shadowing Program is designed to give students background information about career investigation and place them with a mentor in a career of their choice for one school day so that they will have the opportunity to experience a typical workplace. The program is targeted for high school students to encourage their awareness of course requirements for study in their field of interest. Model programs have included only girls, and both boys and girls, with emphasis on career investigation and choice of a career which will promote lifelong growth and personal satisfaction.

In addition to meeting AAUW's goals of promoting equity for women, contributing to the community, and exploring career and educational goals and objectives, the AAUW branch gains a wealth of community exposure and good will through the implementation of a Career Shadowing Program.

Program/Workshop Outcomes:

By the end of the Career Shadowing Program, the participants will have

- Increased their awareness of the need for serious career investigation;
- Begun to develop long term career goals;
- Learned methods and techniques for career study;
- Had one hands on experience implementing the above methods;
- Increased their willingness to continue career investigation on their own; and
- Determined they can be in control of the career selection process.

Packet Includes:

- Outline of Career Shadowing Program
- Requirements of the Branch
- Sample Time Line
- Budget Requirements
- Procedures for Implementing Career Shadowing Program
- General Information Meeting Guidelines
- Securing Mentors
- Career Fact Sheet
- Resource Materials
- Career Study Bibliography
- Handouts
- Sample Letters/Memos/Community Contacts

Target Audience: Tenth/Eleventh/Twelfth grade girls (and boys).

Requirements of the Branch:

Coordination of a Career Shadowing program consists of meeting with school guidance officials to ascertain program specifics, presenting a general information meeting to students, reviewing applications, obtaining mentors and matching them with students, and tabulating evaluation forms. The number of actual time needed for program implementation varies, but it is estimated that it takes approximately one hour per student placed in a Shadowing situation.

Sample Time Line

(Please refer to additional explanations in the Procedures Section as you determine your Career Shadowing schedule.)

September	Determine Branch support for implementing a Career Shadowing Program.
October	Propose Career Shadowing to the Guidance Department at the targeted high school. Seek administrative or school board approval if necessary.
January	Meet with the Guidance Director to determine program specifics (forms, dates, etc.) Order Resource and Application Folders.
February 20	Post Career Shadowing posters at high school. Mail out Public Information releases about the General Information Meetings.
March 3	Distribute invitation of Career Shadowing flyer to eligible students.
March 17	Application deadline.
March 20	AAUW Career Shadowing Committee Meeting.
March 21} April 20}	Matching Process: obtain a mentor for each student, fill out assignment forms, prepare letters to mentors.
April 11	Mail out Public Information releases.
April 25	Deliver completed assignment forms to high school; Mail assignment letters to mentors.
May 2 - 6	CAREER SHADOWING WEEK.
May 13	Student evaluation due date.

Budget Requirements:

Providing the high school involved is able to duplicate research handouts and forms, budget needs are minimal. Model programs have $65.00, budgeted which includes funds for mailing one package to each mentor, and $40.00 for purchasing the Resource and Application Folders distributed to each Career Shadowing Student.

PROCEDURE FOR IMPLEMENTING A CAREER SHADOWING PROGRAM

1. **Determine Branch Interest** and support for implementing a Career Shadowing Program. Appoint a Career Shadowing Chair.

2. **Propose the Career Shadowing Program** to the Guidance Director and other appropriate officials at the targeted high school early in the school year. School Board and/or administrative approval may be necessary for program implementation. After the first year of the program, school officials will welcome you.

3. **Recruit Career Shadowing Committee** through newsletter articles and branch meeting announcements and keep branch members posted on career shadowing developments. The branch Public Information Chair should be a committee member.

4. **Strategy Meeting** with High School Director of Guidance in January to:

   A. Set up dates for:
      . Introductory Meeting with students.

      . Application Deadline (three to four weeks before assignment distribution).

      . Assignment Distribution Target Date (must be at least one week before shadow week to allow for slow distribution by homeroom teachers, and time to make transportation arrangements. A few difficult placements may not be done by this date, but students may be contacted by phone and/or their career shadowing date may be later than the designated Career Shadowing Week).

      . Career Shadowing Week (watch out for exams, mid-terms, major extra curricular events, holidays, winter weather, etc. Lansdale Branch has found that late April - early May works well). Students are assigned one day during the week at the convenience of the mentor. Time frame is 9:00am-2:00pm to coincide with the school day, exceptions are made, but when out of this time frame clear it with the student to make sure there are no conflicts.

   B. Review program specifics; forms and procedures to be followed by students for excused absence from classes. Request inclusion of the program in Guidance Department Newsletters.

5. **General Information Meeting** - This meeting represents the first contact with students to present basic procedures to students at high school as outlined. Distribute resource materials and application forms to students in AAUW folders. An energetic and vivacious AAUW member is best suited as presenter. Agenda for meeting follows on page six.

6. **Pick Up Completed Applications** in guidance office after due date.

7. **Career Shadowing Committee Meeting** - Using members, networking, other resource lists (Yellow Pages) and new contacts for possible mentors distribute completed applications to committee members for actual pairing over the next few weeks. Committee members fill out assignment sheet and attach evaluation form and School District Field Trip Form for the student; fill out assignment letter, thank you/evaluation form, and envelope for mentor. Guidance Department will xerox (and type if needed - allow plenty of time) all letters and forms. Keep a MASTER LIST of students and assignments with phone numbers date, time, etc.

8. Completion of Assignments by committee members. Turn back completed forms to chair. Contact the student directly about anything unusual or if you have any questions about student's preferences.

9. **Arrange a Press Release** with the branch PI Chair.

10. **Deliver Assignment Forms** and copy of master list to Guidance Office for distribution to students. Allow a minimum of one week (10 days if possible). Late assignments may sometimes be done by telephone, but students need to have the forms to get out of class. Mail forms to mentors.

11. **Career Shadowing Week** - This step should be the easy part. Hope all goes smoothly. If necessary contact no-shows by telephone and ask them to call hosts to apologize. Call hosts also.

12. **Pick Up Evaluation Forms** at Guidance Office one week past evaluation deadline. Reap the rewards.

13. **Report Back to Branch.**

NOTE: Operations and Procedures may vary slightly according to the guidance department in your local community.

General Information Meeting Guidelines

(45 minutes, one class period)

Materials to be prepared ahead of time:

- One Resource and Application Folder per student expected at the meeting. See listing in Student Handouts section of this manual and attached samples. AAUW Pocket Folders may be purchased through the AAUW Catalogue @ $.35 each.

- Sample career encyclopedias/resource books for display.

1. **General Introduction** (5 min.)

   The American Association of University Women is an international organization of graduates of four-year colleges. It is dedicated to helping others pursue excellence in education, the community, and the arts and also promotes state and national legislation.

   Our local branch, that is sponsoring the program is .....

   The Career Shadowing Program is designed to help you learn how to decide what career is right for you. It will help you think about what factors are important in your career, give you some methods on how to decide which careers may be most appealing to you, and show you where you can learn more about them. I hope the information you learn will convenience you to take charge of your career selection process - not just let it happen to you.

   This Career Shadowing Program gives you the opportunity to spend a day investigating and observing what a particular job is like. The program is in it's ( ) year, and approximately ( ) girls (students) have participated. (The first year of the program, say that the program began in PA in 1984.) We hope by participating you will be more able to make an informed career choice; one that you will be happy with and grow with many years from now.

2. **Rationale for Serious Career Investigation** (5 min.)

   A. Statistics on Women in the Workplace. (See Student Handouts)
   B. Darrell Sifford article. (See Student Handouts - optional)

3. **Discussion of How to Investigate a Career** (10 min.)

   A. Using your Library. Resources available; mention samples.

   B. Characteristics of Careers. Qualification, education/training requirements, places of employment, working conditions, potential for advancement, salary.

   C. Career Research Worksheet.

4. **Application Process** (5 min.)

Career Shadowing Resource Folders, including resource materials, the Career Research Worksheet and Applications will be distributed. They will be due in the Guidance Office on (date) and the parental permission slip MUST BE SIGNED.

5. **Student Responsibilities** (5 min.)

Mention and refer to handout in folder. Discuss items A-K with students.

A. Give serious thought to your career choice:

. Read the provided material.

. Research the careers you are considering in the library (note listed references) and complete the Career Research Worksheet.

. Discuss with your parents.

B. Submit a well written application. Give as much information as you can about what you want to do and why. The more we know about your goals, the better we can do with you placement.

After Receiving Assignment:-

C. Make definite transportation arrangements. Call your host for more specific directions if you need to.

D. Think about your assignment and prepare questions. This step is especially important in interview situations such as in a field that has a confidential relationship between professional and client, such as a psychologist.

E. Contact your host by telephone, if necessary, with questions about what to bring, time, parking, or ANY CHANGES TO BE MADE WITH YOUR ASSIGNMENT. Feel free to call the AAUW Project Director with any questions. You may make any minor changes directly with the host.

F. Fill out the Field Trip form, as required by the high school, to be excused from class.

G. Be prompt and professional at your assignment. Appropriate conversation and dress is extremely important.

H. Write a thank you note to your host after your visit. They have taken the time to give you a great experience in addition to their regular duties.

I. By turning in a signed application form, you have made a commitment to participate in the Career Shadowing Program and accept the assignment arrangements made for you. (Remember you may learn as much about your career goals from a negative experience as from a "no surprises" positive one.) In the event of an EMERGENCY, please contact the HOST and the GUIDANCE OFFICE and/or the AAUW Project Director.

J. Remember to make a good impression!

Mentoring:- Many of our hosts now have a long standing commitment to the Career Shadowing Program and AAUW. When applying to colleges or when you are job hunting, your host would be an ideal source for letters of recommendation, which show a serious and consistent interest in a particular field. Several students have returned to their shadowing assignments later for internships and summer jobs. This connection can be an important future contact.

K. Have a great day!

6. **Question and Answer Period** (15 min.)

SECURING MENTORS - GUIDELINES

1. Sources

   - AAUW Members
   - Relatives
   - Friends
   - Referrals
   - Yellow pages

2. When calling potential mentors explain the Career Shadowing Program, the AAUW branch, and the fact that the program is sanctioned by the high school (some mentors will verify). Describe the career requested by the specific student and request an involvement by the potential mentor. Use the Career Shadowing brochure included in this packet to model one for your branch.

   In larger companies, you may have to work through the public relations or personnel department, or the mentor may need to get permission from their supervisor.

   In professions where there is a privileged relationship between the professional and the client (i.e, psychologist, and in some cases doctor/lawyer) the mentor may offer to give the Career Shadowing student an interview and a tour of the workplace.

   CAUTION: Because of safety and liability reasons, it is recommended that students NOT be placed in situations where they would be alone with one mentor or have to travel in the mentor's car.

   Clarify time schedule: day chosen during Shadow Week is at the convenience of the mentor, the student will spend the hours of the school day (usually 9:00am-2:00pm) at the placement. Ask the mentor if the student should bring their own lunch, or money (many will offer to provide lunch, unless they usually bring their own).

   Clarify that transportation is the responsibility of the student and parent.

   Notify the mentor that you will send a letter of confirmation containing the agreed upon arrangements. Express your appreciation.

RESOURCE MATERIALS

. Included in This Manual:

- . Say Yes to the Next Generation Fact Sheet
- . Pay Equity - A Fact Sheet
- . Fact Sheet - 1985 Pay Equity Campaign
- . Women's Work: Undervalued, Underpaid

. For More Information, contact:

1. PA Association of College and Universities
   James A. Ream, President
   800 North Third Street
   Harrisburg, PA 17102
   (717) 232-8639

2. PA Association of Elementary School Principals
   PA Association of Secondary School Principals
   Dr. Frank S. Manchester, Executive Director
   801 North Second Street
   Harrisburg, PA 17102
   (717) 233-3297

3. Pennsylvania Council on Economic Education
   Carolyn Holleran, Executive Director
   2900 St. Lawrence Avenue
   Reading, PA 19606
   (215) 779-7111

4. PA School Boards Association
   Joseph V. Oravitz, Executive Director
   774 Limekiln Road
   New Cumberland, PA 17070
   (717) 774-2331

5. PA Science Teachers Association
   Bruce Smith, President
   Pearce Science Center
   Clarion University of Pennsylvania
   Clarion, PA 16214
   (412) 226-2000

6. Pennsylvania Department of Commerce
   Raymond R. Christman, Executive Director
   4th Floor, Forum Building
   Harrisburg, PA 17120
   (717) 787-5820

7. Pennsylvania Department of Education
   Thomas K. Gilhool, Secretary
   333 Market Street, Harristown Building - 2
   Harrisburg, PA 17126-0333
   (717) 787-5820

8. Pennsylvania Department of Labor and Industry
   Wofford Harris, Secretary
   1700 Labor and Industry Building
   Harrisburg, PA 17120
   (717) 787-3756

9. United States Bureau of Labor Statistics

10. United States Bureau of the Census

11. American Council on Education

Career Study Bibliography

(Please refer to "Using Your Library" handout in the Sample Resource and Application Section for additional sources.)

Norback, Craig T., ed. VGM Careers Encyclopedia, VGM Career Horizons, Div. National Textbook Company. Lincolnwood, IL: 60646-1975, 1988. This book gives a brief overview of the most common and most important careers, including a description of qualifications, education, training, places of employment, working conditions, potential for advancement, and salary.

"Career Clusters," US Office of Education. This list categorizes hundreds of careers and jobs by basic type and outlines specific areas of each category. It would be helpful if you had a general field in mind but were not familiar with specific jobs available.

PUBLIC INFORMATION GUIDELINES

1. Marketing Tips - News releases (see samples) should be distributed for both the General Information Meeting and the actual Career Shadowing Week.

2. A Career Shadowing Brochure (sample enclosed) including basic AAUW branch information should be distributed to all students, mentors, and be available to AAUW members and the high school guidance office.

3. Send a branch member to photograph several Career Shadowing Students in a variety of placements for future displays and publicity releases.

   A. High School

      . Posters
      . Guidance Newsletter
      . School Newspaper
      . Research and Application Folder

   B. School District

      . Community Education Magazines
      . School District Awards (i.e., North Penn School District's Partners in Education Program)

   C. Community

      . Local Newspaper
      . Radio
      . Television Stations - (placing a student at one of the above may help to increase coverage)
      . Mentors (example: One law firm likes to have its students come on Law Day so they can advertise their community services)

STUDENT PACKET

(SAMPLES AND HANDOUTS)

STUDENT PACKET

(Samples and Handouts)

Included in Resource and Application Folder

- To be distributed to students at first general meeting.
- Put in AAUW folder ($.35 from Association Sales Office) or plain folder.
- Do not distribute loose sheets; provide packet presentation.

NOTE: Materials are organized in the sequence in which they should be placed in student folder. Pages which need to be typed for specific branch use are marked SAMPLE. Other pages are Handouts and should be duplicated as given. Request the High School to do duplicating for you.

RATIONALE FOR SERIOUS CAREER INVESTIGATION - INFORMATION

CAREER FACT SHEET

Pay Equity

Today in Pennsylvania, full time employed women earned only $.63 compared to $1.00 earned by men.

Of all employed women in 1985, 77% were in non-professional occupations: clerical, sales, service, factory or plant jobs. Source: National Commission on Women

Higher levels of Education Demanded by New Jobs

	Current Jobs	New Jobs
Eight Years or Less	6%	4%
One-three Years High School	12	9
Four Years High School	40	35
High School Diploma	58	48
Four Years College or More	22	30
College Degree	42	52

Source: Bureau of Labor Statistics

Fastest Growing Occupations 1984-1995

	Percent Increase
Paralegal	98%
Computer Programmers	72
Computer Systems Analysts	69
Medical Assistants	62
Data Processing Equipment Repairers	56
Electrical and Electronics Engineers	53
Electrical and Electronics Technicians	51
Computer Operators Excluding Peripherals	46
Peripheral EDP Operators	45
Travel Agents	44

Source: Bureau of Labor Statistics

Married Couple Families

Dual Earner Families	63%
Traditional Families	32%
Wife - Sole Supporter	5%

Source: Bureau of the Census

Percent of Mothers Working Within One Year of Giving Birth

1976	31%
1980	38
1986	48
1990 (projected)	50+

Source: American Demographics

Technology as a Solution

Computers	New Materials
Robotics	Fiberoptics
Biotechnology	Superconductivity

Breakthrough Field Require Basic Science Education
Source: Pennsylvania Chamber of BUSINESS and Industry

US Freshmen Interest in Basic Sciences

Biological Sciences	110,000	64,000
Chemistry	20,000	14,000
Geology	4,000	3,000
Mathematics	19,000	16,000
Physics	9,000	8,000

Source: Pennsylvania Chamber of Business and Industry

Freshmen Life Goals

	Be Very Well off Financially	Develop a Meaningful Philosophy of Life
1966	43%	83%
1971	40	68
1976	59	59
1981	65	50
1986	74	42

Source: American Council on Education

An Overview of Women in the Work Force

Women workers make up 44% of the U.S. labor force. In 1985, 64%—nearly two-thirds—of all women ages 16 to 64 were working for pay.

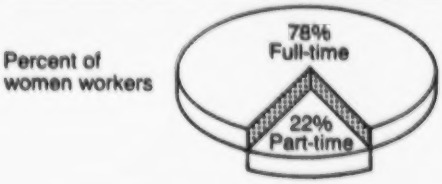
The number of women in the labor force has almost tripled in the past 35 years—from 18 million in 1950 to more than 51 million in 1985. This explosive growth has been most dramatic among women 25 to 34 years old. In 1950 only 34% of women in that age bracket worked, while in 1985 the percentage increased to 71%.

Of all employed women in 1985, 77% were in non-professional occupations: clerical, sales, service, factory, or plant jobs.

According to the Department of Labor, women workers in 1985 were divided into the following occupational categories:

Managerial and Professional	23.4%
Technicians	3.3%
Sales	12.9%
Administrative Support, including Clerical	29.4%
Service	18.5%
Craft	2.4%
Operatives	9.1%
Farm	1.2%

Nearly four out of five women workers are employed full time (35 or more hours a week).



The percentage of women in managerial and professional occupations increased from 18.4% of the female work force in 1975 to 23.4% in 1985.

In 1985, more than 11 million women were in managerial or professional occupations. About three-fifths of these 11 million women were in professional specialties, but the majority (59%) of women professional workers were in two traditionally female jobs—teaching and nursing.

In 1985 women in non-professional occupations continued to work in jobs that were largely sex segregated.

Of the more than 36 million women employed in non-professional occupations in 1985, 24 million (67%) worked in female-dominated jobs (those in which 75% or more of the workers were women).

Only 11% of all women workers were in non-traditional occupations (those in which 75% or more of the workers are men).

Traditional jobs held by women

Occupation	Percent female, 1985
Secretaries	98%
Child care workers	96%
Registered nurses	95%
Bookkeepers	92%
Sewing machine operators	91%
Waiters/waitresses	84%

Non-traditional jobs

Occupation	Percent female, 1985
Construction workers	2%
Mechanics	3%
Engineers	7%
Police and detectives	10%
Truck drivers	14%
Lawyers	18%

National Commission on Working Women 1325 G St., N.W., Lower Level Washington, DC 20005 (202) 737-5764

The majority of married women today work outside the home for pay.

In 1985, three out of five wives were in the labor force (60.6%). In 1950, only one in four was a labor force participant (25%).

Labor force participation rates of women 16 to 64 years old by marital status, 1985

Never married	67.6%
Married	60.6%
Married, separated	66.0%
Divorced	80.4%
Widowed	52.5%

In 1985, 62.3% of all women with children under 18 years old worked outside the home.

In all, 20 million mothers were in the labor force. The most rapid increase in the rate of labor force participation since 1970 has been among women with children under 3 years old: In 1985, 51% of those mothers were in the work force, up from 26% in 1970. About 82% of employed single mothers and 68% of employed married mothers worked full time.

68% of women who head households with children under 18 were in the labor force in 1985.

The number of single mothers has more than doubled in the past 25 years, from 4.5 million in 1960 to 10.5 million in 1985, when one of every four mothers in the labor force was maintaining her own family.

In 1984 year-round, full-time women workers who had graduated from college earned $19,855 on average; men workers with high school diplomas earned $22,312.

Women who had completed one to three years of college earned less than men who completed the eighth grade. Their average annual earnings were $16,241 and $17,392 respectively.

Women make on average 64¢ for every $1.00 earned by men.

In 1984 women working year round, full time had median annual earnings of $14,780—$8,438 less than the median for men workers.

	Annual earnings		Women's earnings as percent of men's
	Women	Men	
1960	$3,293	$5,417	60.8%
1970	5,323	8,966	59.4%
1980	11,197	18,612	60.2%
1984	14,750	23,218	63.6%

In 1984 all families maintained by women had median incomes of $12,803 compared to $23,325 for families maintained by men.

According to the Census Bureau, men who head households without a spouse present had 45% more money than women in the same position. Even when men and women maintaining families worked full time, year round, women had median annual incomes of $19,899 compared to $30,317 for men—a 34% gap.

63.6%—nearly two-thirds—of all minimum wage earners ($3.35 per hour) are women.

In 1984 the poverty line for a family of four was $10,609. A single mother of three working full time, at minimum wage, earned $6,968. After a year's work, this mother was living $3,641 below the poverty line.

34% of all labor union members are women.

There are 94.5 million employed wage and salary workers in the U.S. 17 million belong to unions; 5.7 million are women. 13% of women workers are members of unions and 16% are represented by union contracts. In 1985 union women earned on average $85.00 more per week—over $4,400 per year—than non-union women.

Pay Equity—A Fact Sheet

The Problem

In 1985 full-time women workers earned only 64¢ compared to every $1.00 earned by men.

This amounted to an $8,430 gap between men's and women's median annual earnings.

	Annual Earnings		Women's Earnings as % of Men's
	Women's	Men's	
1955	$2,714	$4,242	63.9%
1965	3,823	6,375	60.0%
1975	7,504	12,758	58.8%
1980	11,197	18,612	60.2%
1985	15,624	24,195	64.5%

Of all employed women in 1985, 77% were in non-professional occupations: clerical, sales, service, factory, or plant jobs.

According to the Department of Labor, women workers in 1985 were divided into the following occupational categories:

Managerial and Professional	23.4%
Technicians	3.3%
Sales	12.9%
Administrative Support, including Clerical	29.4%
Service	18.5%
Craft	2.4%
Operatives	9.1%
Farm	1.2%

Sex-based wage discrimination results when wage setting is based on the sex of the worker rather than the skills required for the job.

Occupations	1985 Median Annual Earnings*
Secretary (98% female)	$14,508
Painter (94% male)	15,828
Pre-kindergarten & kindergarten teacher (99% female)	14,352
Mail Carrier (83% male)	24,232
Registered Nurse (98% female)	22,568
Electrical equipment repairer (92% male)	25,740
Bank Teller (93% female)	11,388
Shipping Clerk (75% male)	15,704

*Based on median weekly earnings

1985 Mean Annual Earnings as Percent of White Males'

White Males	$28,159	100.0%
Black Males	19,949	70.8%
Hispanic Males	19,692	69.9%
White Females	17,253	61.2%
Black Females	15,459	54.8%
Hispanic Females	14,576	51.7%

Glossary

Pay Equity

The goal of a fair wage-setting process which eliminates sex and race discrimination.

Comparable Worth

The principle that jobs can be compared which may be dissimilar in nature but equal or equivalent in terms of skill, effort, responsibility and working conditions.

Job Evaluation

A process by which individual employers arrange jobs into a rank order according to criteria for the purpose of setting salaries.

Occupational Segregation

There is an arbitrary division of the work force into jobs predominately held by men and those predominately held by women. 77% of women workers are in female-intensive occupations which are at the lowest end of the pay scale.

National Committee on Pay Equity

A coalition of over 300 members which provides leadership coordination, information and strategy direction to its members to stimulate advocacy to achieve pay equity. NCWW sits on the board of NCPE.

National Commission on Working Women 1325 G St., N.W., Lower Level Washington, DC 20005 202-737-5764

Pay Equity—A Fact Sheet

Obstacles

Despite the fact that sex-based wage discrimination is illegal and that women's annual wages average only 64% of men's, the goal of achieving pay equity faces many obstacles.

High Cost

Obstacle: Opponents claim that the cost of ending pay discrimination will be prohibitive.

Answer: The courts have ruled that cost may not be a consideration in correcting discriminatory practices. So far, pay equity settlement costs in the public sector have amounted to 2% to 4% of the payroll. In the private sector, wage adjustments have been 2% of the payroll.

Cultural Bias

Obstacle: Women's work both at home and in the work force is undervalued. The predominance of women in any job results in lower pay compared to what the job would be paid if it were done by men.

Answer: Wage-setting must be freed of the burden of sex role stereotyping. Wages for female-dominated jobs such as nurse, teacher, childcare provider, waitress and secretary must reflect skill, effort, respect and working conditions as criteria, not the sex of the worker.

Theory of the Market

Obstacle: Theoreticians claim that wages are set by the free market forces of supply and demand.

Answer: Employers set wages using several factors of which market value is only one. Others include internal equity, pay progression methods and competitive structure. The external market does not exist independently; it is created by wage-setting decisions of employers plus the constraints placed on it by existing law.

Occupational Segregation

Obstacle: Despite equal opportunity laws and affirmative action, the work force remains divided into traditionally male and female jobs. Statistics show that female-dominated jobs pay the lowest wages.

Answer: Where training and acceptance into non-traditional jobs is positive, equal career paths prove to be good business. However, men often refuse to move into female jobs because of low wages. This lack of crossover perpetuates a two-tiered wage system and prevents employers from full and effective use of their human resources.

Fear of Lowered Male Wages

Obstacle: Opponents claim that if women are paid more, men will be paid less.

Answer: It is illegal under the 1963 Equal Pay Act to reduce workers' pay to eliminate illegal salary differences. Pay equity will result in wage increases for all persons in underpaid jobs, benefitting both men and women.

Theory of Apples and Oranges

Obstacle: Opponents say that dissimilar jobs cannot be compared for the purpose of wage setting.

Answer: The wages of two out of three American workers are set by job evaluations which compare dissimilar jobs. The nation's largest employer, the federal government, has set wages by rating different jobs using the same numerical system for nearly 40 years.

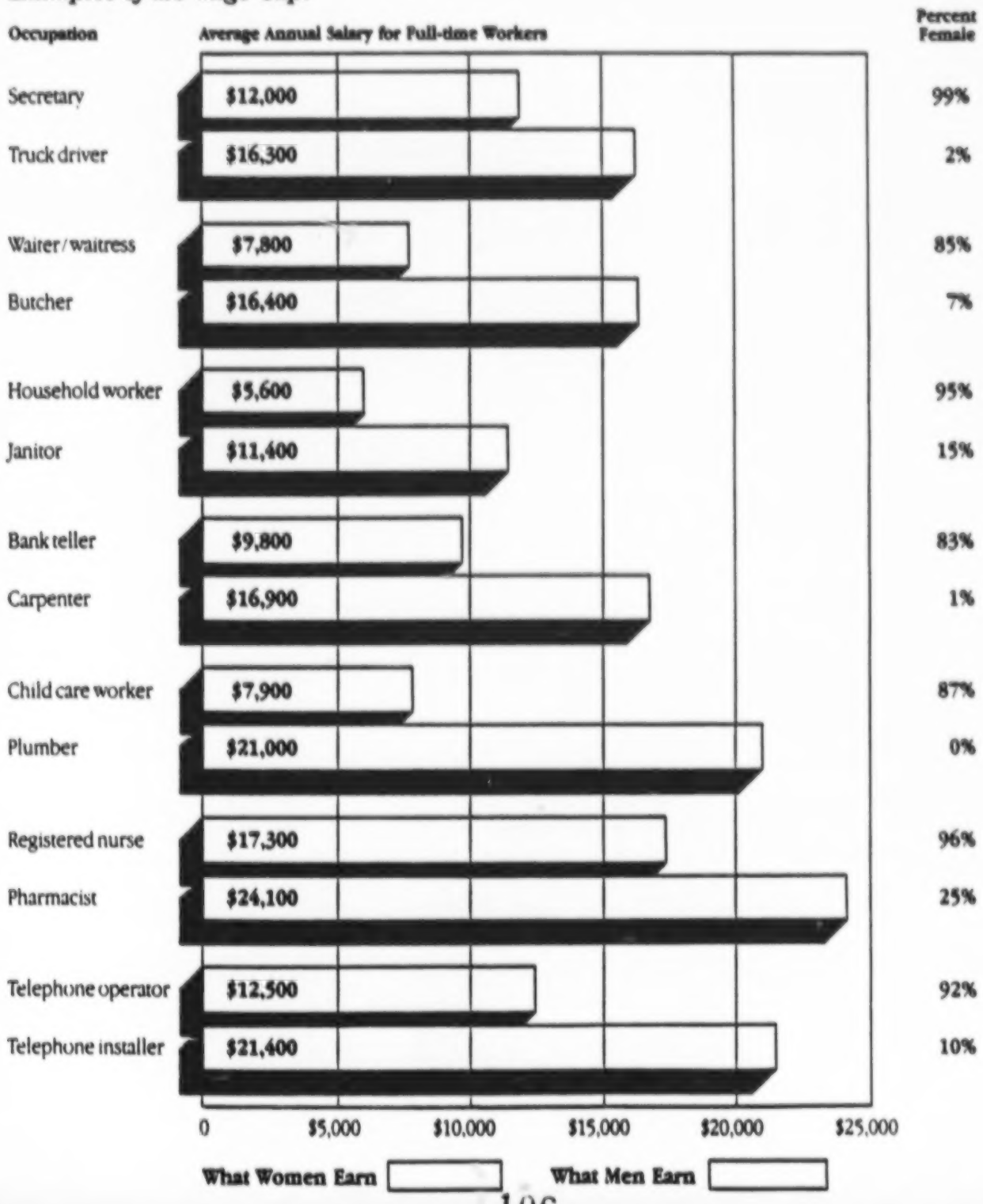
National Commission on Working Women 1325 G St., N.W., Lower Level Washington, DC 20005 202-737-5764

Fact Sheet — 1985 Pay Equity Campaign

According to the National Academy of Sciences:

- Women do different work than men.
- The work women do is paid less.
- The higher the percentage of women in a job, the less it pays.

Examples of the Wage Gap:



CAREER VALUES

Rank the following career values from 1 to 20 in order of importance to you. The number 1 indicates the value most important to you and the number 20 indicates the value least important to you.

_____ Being secure

_____ Having fun

_____ Having status

_____ Designing systems

_____ Helping people

_____ Being physically active

_____ Making things

_____ Creating ideas

_____ Being independent

_____ Taking risks

_____ Creating beauty

_____ Exploring ideas

_____ Following directions

_____ Taking responsibility

_____ Experiencing variety

_____ Making money

_____ Improving society

_____ Organizing things

_____ Working with words and ideas

_____ Routine work

Your career values are a reflection of your personal values. If your values are clear, you will feel more satisfied with your job.

CHOOSING A CAREER

The Human Engineering Lab of the Johnson-O'Connor Research Foundation (1518 Walnut Street, Philadelphia) has found through its research those individuals who combine their best physical as well as mental aptitudes in their work are the happiest individuals performing that work. If you want to be happy and satisfied with your working life, you need to be familiar first of all with yourself. If the job doesn't suit you, you won't suit the job.

When you are looking for a job two, four or more years from now, ask yourself what you want your job to do for you. Do you want a short-term job to meet a specific, short-term goal such as moving out of the house, or buying a car? Or do you want a long-term job which can offer you some options for the future?

On the threshold of adult life, the future seems a wide-open expanse of moldable experience, but some thoughtful planning now will give you a better chance to keep options available, and to achieve your desired goals not only in your career, but in your personal life as well. Planning your education, training, and pursuing some personal evaluation now could prove to be a valuable long-term investment.

HERE ARE SOME THINGS TO THINK ABOUT:

- What are your priorities? What do you want your career to achieve for you? An expensive lifestyle, security, personal or professional recognition, excitement or challange, personal satisfaction, or a specific lifestyle?

- What are your own personal strengths? What special or specific knowledge, skills, aptitudes, or characteristics do you possess?

- What are your own strongest personal interests? Can you incorporate these into your job choice?

- What type of work environment helps you to perform at your best? Working alone, under pressure, with a team or committee, or alone but in a social atmosphere? Do you like to lead and make decisions? Do you respond well to repetition and routine?

- What are your dreams? We can only pursue and endeavor to achieve what we can imagine, and imaginations are meant to be creative. Be sure to include some of your dreams in your personal goals and career choices.

- Few of us start out knowing the answers to all of these questions, but knowing the questions can help us find the answers along the way, and knowing the answers can help us make better choices. Better choices are the key to better personal satisfaction and happiness. Check with your guidance counselor for more information on appitutde testing, such as that done at the Human Engineering Lab, or other career counseling available.

USING YOUR LIBRARY

Your reference librarian can help you find any information you might need. There is an enormous amount of information published on careers and jobs that can help you in targeting your interests. Please don't hesistate to ask your librarian to help you find specific books or data; after all, this is part of the job.

SOME GENERAL REFERENCES TO START WITH ARE:

Occupational Outlook Handbook - published by the U.S. Department of Labor's Bureau of Labor Statistics. Under each job title you will find these headings: nature of the work, working conditions, employment, training, other qualifications and advancement, job outlook, earnings, related occupations, and sources of additional information.

Encyclopedia of Careers and Vocational Guidance. This book is more detailed than the Occupational Outlook and lists a wider and more specific spectrum of job titles. Each job title is broken down into these categories: definition, history, nature of the work, requirements, special requirements, opportunities for experience and exploration, method of entry, advancement, employment outlooks, earnings, conditions of work, social and psychological factors, and sources of additional information.

Dictionary of Occupational Titles - published by the U.S. Department of Labor's Employment and Training Administration. This book gives a short paragraph defining and describing specifically the work required for each job title. This can be a helpful reference if you need to know exactly what an employment notice is talking about.

Career Information Center is a series of twelve volumes plus a master index. The titles of the twelve volumes are: 1) Administration, Business and Office, 2) Agribusiness, Environment and Natural Resources, 3) Communications and the Arts, 4) Construction, 5) Consumer, Homemaking, and Personal Services, 6)Engineering, Science and Technology, 7) Health, 8) Hospitality and Recreation, 9) Manufacturing, 10) Marketing and Distribution, 11) Public and Community Services, and 12) Transportation.

Each volume covers the jobs related to that area of interest and makes this reference an excellent place to start when your interests are still generalized and not yet targeted on a specific job. The table of contents of each volume includes: looking into this career category, (titled) photo essay, getting into this job category, evaluating yourself, evaluating jobs, ways to find job openings, presenting yourself on paper, presenting yourself in an interview, trade and professional journals, (titled) photo essay, jobs requiring no specialized training, jobs requiring some specialized training/experience, jobs requiring advanced training/experience, (titled) photo essay, further reading and resources, and a directory of institutions offering career training.

'The wise woman learns to support herself

By DARRELL SIFFORD

Once upon a time I asked psychologist Matti Gershenfeld if she had one supreme message of wisdom that she thought mothers should transmit to daughters.

Yes, she said, and it amounted to this: Mothers should convey, by word and deed, that it is important for a woman to be able to support herself, to make it on her own in what sometimes can be a cold, cold world. It's a mistake for a woman to marry before she's in a position, by education or experience, to stand alone. It's a mistake to assume that the husband always will provide for her, that being a homemaker is a lifetime job, that marriage is forever.

On top of that, life can be a lot more exciting if a woman has some healthy interests outside home and family.

•

The letter to me was handwritten — and it was from a young woman who was a high school senior and who said what amounted to this:

You would think, after all that has been written and preached, that girls today would be bursting at the seams to storm out into the world and carve a niche for themselves. Across the board, careers are open to women these days, and in some ways the world almost could be theirs for the asking — because, everywhere, businesses are seeking top-flight women for top-flight jobs.

But if you look at young women in high school, you would probably be startled. What are their goals, their ambitions? Do they want to be astronauts? Physicians? Lawyers? Indian chiefs? No, for the most part they want to be what their mothers were: housewives and mothers.

So many young women, she wrote, are preparing themselves for nothing more than early marriage. The mark of success for many is finding, right after high school, a man who will marry them and take care of them.

It is, she wrote, absolutely disheartening — and tragic, too, since so many of the marriages, if you can

It was a speech to a suburban women's group, and I was telling them that if I were the world's supreme dictator, I would cast in stone two rules:

- No woman could get married until she had a career or a job that would enable her to pay her own way.
- No man could get married until he had grown up — in the sense that he knew who he was and what he could do. At what age is somebody likely to be grown up by this definition? Maybe 30. How about a law that prohibits a man's getting married until he's 30?

The women laughed, because they thought it was a joke. I thought it was a good idea.

•

Her name is Jane Gross, and she is a former divorce lawyer who now runs the Philadelphia-based Center for Divorce Information, which tells clients everything they wanted to know about divorce but were hesitant to ask — because they didn't know whom to ask.

Over the years Gross has seen more divorces and heartache than she would care to shake a stick at, and so I asked her to tell me what she would say about life and marriage if she were invited to deliver to high school girls the sermon that she thought they most needed to hear.

Here is some of what she would say:

If nothing else, the economic situation — in lockstep with feminism — has made the notion of working for pay more familiar to more women. The whole idea of becoming self-supporting is "not so shocking, not so foreign" to women in the 1980s.

That's the good news. The bad news is that lots of young women still believe in the fairy-tale combination of marriage and happiness ever after — and they are not prepared for the hard times because they never felt that they *had* to be prepared. After all, their husbands would care for them. And divorce? Why, that's something that happens to other people.

She would encourage young women to develop their talents "in an area of interest that eventually could support them" — with or without a husband. "What we've learned in the last few years is that this cliche is really true: You only have yourself to rely on." With the possibility that not only divorce but also death could terminate a marriage, a woman "must learn to rely on her own skills to succeed."

It's important, said Gross, who is 32 and divorced, for young women "to make sure their expectations about life are realistic. This is difficult to understand at any age — why some expectations are unrealistic — but the fact is that life is not some fairy tale to be lived out.

"Marriage may be difficult at times. This doesn't necessarily mean that you should throw in the towel. You have to understand that 'down' times are inevitable and that they are not to be surrendered to but worked through. A bad time doesn't mean (necessarily) that the marriage is wrong, that you and your spouse are not suited for each other ... Life is not a bowl of cherries. That's another cliche, but it's also another truth. You have to take the bad with the good and, hopefully, you'll get a fair share of each."

There is a strong case to be made against marriage at an early age, Gross said, and she would tell young people that, almost without exception, the divorces she saw as a lawyer involved people who married young, often right out of high school. "I saw few divorces of people who waited until they were 30 to get married. If I ever have a daughter, I believe I'll lock her in her room until she's 30."

A factor that often dooms early marriage, she said, is that people tend to change so drastically in their early years. This contrasts sharply with those in age-30 marriages, cause by then they pretty much h their ducks in a row — if the ever going to get their ducks i row.

"Often what attracts at first is w repels later on," Gross said. "Ma at first a man likes being depen on, worshiped, looked to for answ But after a while, he may resent wife because she can't make a d sion on her own."

This is less likely to happen because of the maturity factor when people marry at 30 than at

So that's it — some of what Gr would tell high school girls. W about you? If you had the opportu ty to preach your sermon to th what would you say?

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CAREER SHADOWING RESEARCH WORKSHEET

Completion of this worksheet will help you prepare for your Career Shadowing Day. Please complete and submit it with your application form. It will be returned to you with your assignment form.

A. Select a career in which you are interested.

B. Use one of the resources listed on the "Using Your Library" handout.

C. Find out:

1. What is required for my career?
   (Include skills needed, educational requirements, training, physical limitations, etc.)

2. Facts about my career.
   (Include pay scales, responsibilities, hours, working conditions, etc.)

3. What is the outlook?
   (Include job availability, future growth, opportunities for advancement etc.)

4. List several questions you would like to ask your Career Shadowing Mentor.

Invitation to Career Shadowing General Information Meeting

GUIDANCE SERVICES
NORTH PENN HIGH SCHOOL
LANSDALE, PENNSYLVANIA

TO: Eleventh Grade Girls

FROM: William F. Yarwood

DATE: March 2, 1987

RE: AAUW CAREER Shadowing Program

The American Association of University Women (AAUW) invites eleventh grade girls to participate in a one-day "Career Shadowing" program which is scheduled to take place in early May. About 100 girls will spend one day (9:00am-2:00pm) on the job with a person working in a field of interest to the student. Occupations might include engineering, accounting, nursing, computer programming, architecture, restaurant management, graphic arts, and many others. Students will be responsible for their own transportation. In some cases, lunch maybe provided by the "hosts."

Students will be selected on the basis of school achievement, attendance, seriousness of purpose, and career interests. Interested students should register in the guidance services officer (F-36) to attend an orientation meeting at 9:30am (period 3) on Thursday, March 12, in the auditorium. At this meeting full details will be reviewed, questions will be answered, and applications will be distributed. In the meantime, if you have questions, please contact me in the guidance services office.

S A M P L E

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

Jenkintown High School

CAREER SHADOWING PROGRAM

Student Responsibilities

BEFORE ASSIGNMENT:

1. Give serious thought to your career choices, and discuss it with your parents and teachers.

2. Complete the Career Shadowing Research Project and attach it to your application.

3. Submit a neatly written or typed application. Be sure to respond to each item.

AFTER RECEIVING ASSIGNMENT:

4. Plan specific transportation for the day of your shadowing. Know exactly how you will get there and how you will get home. Call your host if you need help with directions or if you have any questions.

5. Prepare questions for your assignment. You may choose to interview your host. (This is particularly desirable in confidential professional situations with physicians, lawyers, psychologists,f etc.)

6. Fill out and return the Parent/Guardian Permission Form required by your school to be excused from class.

7. In the event of an emergency please contact your HOST and contact the GUIDANCE OFFICE and/or the AAUW PROJECT DIRECTOR (Jill Sigman (215) 123-1234).

8. Your signed application is a commitment to participate in the Career Shadowing Program. Remember that your experience is designed to help you make decisions on whether or not you would be interested in pursuing this career as a goal for yourself.

HAPPY SHADOWING!

SAMPLE

SAMPLE

GUIDANCE SERVICES
NORTH PENN HIGH SCHOOL
LANSDALE, PA

APPLICATION
AAUW CAREER SHADOWING PROGRAM
MARCH 1987

NAME: _____ HOMEROOM: _____

ADDRESS: _____ HOMEROOM TEACHER: _____

_____ TELEPHONE: _____

Desired occupation for Shadowing: _____

1. Describe your career and educational goals after high school:

_____

_____

_____

_____

2. State the reasons for your interest in the occupation designated above and for your desire to participate in the 1987 AAUW Career Shadowing program:

_____

_____

_____

_____

3. What would you like to actually see and do at your placement?

_____

_____

_____

_____

_____
(Student Signature)

I give permission for _____ to participate in the AAUW Career Shadowing program. I understand ~~that~~ the student must have her teachers and principal sign a NPHS Field Trip form to be submitted prior to the date of the program. I understand ~~that~~ transportation is the responsibility of the student and her family. I agree to contact the NPHS guidance services office at 368-9800 (ext. 101) prior to 8 a.m. on the date of the program should an illness or emergency arise which would prevent the student from participating.

_____
(Signature of Parent or Guardian)

Thank you for your interest in Career Shadowing. Please return your completed application to the guidance services office (F-36) before noon on Friday, March 27.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN LANSDALE BRANCH, LANSDALE, PA.

S A M P L E

CAREER SHADOWING ASSIGNMENT
May 4-8, 1987

Student's Name _____ Homeroom_____

Career Interest: _____

Job Title or Description: _____

Name of Company or Firm: _____

Company Address: _____

Career Shadowing Date:

_____ Monday, May 4

_____ Tuesday, May 5

_____ Wednesday, May 6

_____ Thursday, May 7

_____ Friday, May 8

Career Shadowing Time: From: _____a.m. to To: _____p.m.

[ ] Please bring your own lunch

[ ] Host will provide lunch

Suggested Attire:

_____ Casual clothing appropriate for school (no jeans, please)

_____ Skirt, dress, or suit

_____ Other _____

Additional Comments and Information:

_____

_____

_____

_____

S A M P L E

STUDENT EVALUATION FORM - CAREER SHADOWING PROGRAM

sponsored by

AAUW - (name of branch and high school)

Name: _____ Phone: _____

Career Shadowed: _____

Career Mentor _____

Name of Company or Firm _____

1. List the activities you observed:

2. Did your placement meet your expectations? (Yes___ No___)
   Explain:

3. What was the most valuable part of your day? Why?

4. What was the least valuable part of your day? Why?

5. How will this experience affect your choice of career?

6. What will be the next step in your career selection process?

PLEASE RETURN THIS FORM TO THE GUIDANCE SERVICES OFFICE (f-36) BY FRIDAY, MAY 12

MENTOR PACKET

(Samples)

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
PENNSYLVANIA DIVISION

TO: (Mentor's name)

FROM: AAUW - (name of branch)

DATE:

RE: Career Shadowing Program - (give dates)

Thank you very much for your cooperation and participation in the Career Shadowing Program. Approximately 75 eleventh grade girls have been placed in a wide variety of positions in the community.

The following student has expressed an interest in your profession. We have assigned her to shadow you on the day noted below. The student will provide her own transportation and we thank you for providing her lunch.

NAME: _____

PHONE: _____

DAY: _____ TIME: _____

We are hopeful that you will be able to give the student a tour (if appropriate), explain the responsibilities of your profession, and show her what a typical day in your career is like.

Also, enclosed is a short Host Evaluation Form which we would appreciate your completing after your student has been there, so that we may evaluate the success of the program. Please mail to the AAUW Project Coordinator, (give name and address).

If there are any questions or changes, please feel free to call (Coordinator's name and telephone number) or the (name of High School guidance supervisor and telephone number).

Thank you and Good Luck!

(Date)

Dear

On behalf of the (name of High School-Guidance Department) and the American Association of University Women, (name of Branch), thank you for your participation in the Career Shadowing Program. We appreciate the time and planning you contributed to this valuable program and would like to acknowledge the effort you put into giving a high school student a meaningful experience.

The Career Shadowing Program has been presented as part of AAUW-Pennsylvania Division's Project 21st Century: Preparing Young Women for the Future. The pilot program has been recognized by the President's Citation Program for Private Sector Initiatives and is being replicated across the state. Students who have participated in the past report that their career shadowing experience has increased their career awareness and influenced their choice of a career.

We would appreciate it if you would take the time to share your comments or suggestions and return the tear off portion to me.

Sincerely,

(name of Project Director)
AAUW Project Director
(street/city/state/zip)

- -

(name) (Profession) (phone)

(student's name)

1. Did this experience meet your expectations?

2. What was the most valuable part of the day?

3. Are there any comments or suggestions you would like to make about the Career Shadowing Program?

4. Would you be interested in participating in this program next year?

PUBLIC INFORMATION MATERIALS

(SAMPLES)

NOTE: PRESS RELEASES SHOULD BE SENT TO LOCAL NEWSPAPERS ON BRANCH STATIONARY. ADD DETAILS OF YOUR PROGRAM. SOME MENTORS WILL FACILITATE THIS PROCESS AND HELP PROVIDE PICTURES OF MENTORING EXPERIENCE.

FOR IMMEDIATE RELEASE

Contact: (Name)
(Address)
(Phone)

Students Shadow Community Mentors

(grade) students at the (name of High School) were given information about career investigation on (date) at a Career Information Workshop, as a precursor to the Career Shadowing Program. The program, sponsored by the American Association of University Women (name of branch), is designed to make students aware of the need for serious career investigation and teach them techniques for career study. The Career Shadowing Program will culminate with the unique opportunity for students to spend a school day observing a career of their choice in the workplace.

At the workshop, students discussed ways to develop long term career goals and were shown resource materials that they will use to complete a Career Shadowing Research Worksheet. They will also complete applications describing their career goals and will be paired with mentors in the community for their Career Shadowing Day which will be during the week of (dates). Members of the local business community as well as AAUW members will serve as mentors for the program.

AAUW Career Shadowing Project Director, (name), says, "Students, especially young women, should be made aware of sex equity issues at the high school level while career plans are still being formulated."

Career shadowing is a segment of the AAUW-Pennsylvania Division's Project 21st Century: Preparing Young Women for the Future which consists of three additional programs designed to increase awareness of career options in the 21st Century, targeting parents and educators as well as elementary and middle school students. Career Shadowing, piloted in 1984 at North Penn High School, Lansdale, Pennsylvania, is an ongoing program sponsored by AAUW-Lansdale Branch.

The American Association of University Women promotes equity for women, education over the life span, and positive societal change. Membership is open to all college graduates.

FOR IMMEDIATE RELEASE

Contact: (Name)
(Address)
(Phone)

Executives for a Day

(number and grade) grade students from (name of High School) recently spent a day out of their classrooms learning about the rest of their lives. They participated in a Career Shadowing Program sponsored by the American Association of University Women, (name of branch). The program is designed to increase career awareness and provide the opportunity for in-depth exploration of a career chosen by the student.

The program was open to all students who complete a Career Shadowing Worksheet and Application form outlining their career goals. The students were matched with local professionals who volunteer to act as mentors and allow themselves to be "shadowed." Mentors explain the responsibilities of their jobs, answer questions about the requirements to obtain that position, discuss the positive and negative aspects of their career.

Encouraged to learn more about non-traditional careers as a response to pay equity issues, students shadowed a wide variety of careers. (Add specifics of program)

AAUW Career Shadowing Director, (name), states "Many students who participated in the past report that their career shadowing experience has increased their career awareness and influenced their choice of career. We are pleased to have such broad community support for the program.

The American Association of University Women promotes equity for women, education over the life span, and positive societal change. Membership is open to all college graduates.

I would like to learn more about AAUW - Lansdale Branch.

Name _____

Address _____

City _____

Phone _____

Please tear and mail this section to Deb Webb, 1860 Valley Forge Road, Lansdale, PA 19446.

AAUW is open to all graduates who hold the baccalaureate or higher degree from a college or university on the the AAUW list of qualified institutions. AAUW values and seeks a diverse membership. Membership is not by invitation.

Former Career Shadowing Students comment:

"This experience made my career decision definite. Thanks so much for helping. There's no doubt in my mind - physical therapy is for me. Please keep this program going. It's very beneficial."

"I really learned a lot through this experience and discovered that I have lots of choices in that field (Social Work). Through shadowing I got to see the basics and got to see her do some actual casework. I still am interested in pursuing this career, but I'm not sure in what area."

"I found out that the kind of engineering I want to pursue is not mechanical, but civil. Before this program I didn't understand the difference."

"I totally changed my career goal. I had wanted to be a lawyer and I knew a lot about that, so I decided to shadow something totally different. I found out I love physical therapy. I'm going to start volunteering at the hospital to learn more and strengthen my college application."

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

LANSDALE BRANCH

leading the way

CAREER SHADOWING PROGRAM

Preparing Young Women For The Future

GOALS

The Career Shadowing Program has been developed for young women to:

- increase their awareness of the need for serious career investigation
- develop long term career goals
- learn methods and techniques for career study
- have opportunity to explore a career of their choice in a realistic setting
- determine that they will be in control of the career selection process

CAREER SHADOWING PROGRAM

The American Association of University Women - Lansdale Branch began the Career Shadowing Program at North Penn High School in 1984. Eleventh grade girls are given resource materials and techniques for career study. They are then matched with a person in the community currently performing the job of interest to them and spend a school day observing what the career is typically like.

This is a rare chance to see the work behind the career title, get an idea of the working conditions and environment, and a full understanding of what the job description implies. Students have the opportunity to ask their hosts prepared and spontaneous questions about the personal satisfactions and lifestyle that can be expected from the chosen career.

Many students have maintained contact with their mentors through career study programs, internships, and summer jobs.

AAUW - Lansdale Branch has been named a Partner in Education for the development of the Career Shadowing Program. The program has been replicated in several other school districts and adopted as a segment of the AAUW PA Division's Project 21st Century: Preparing Young Women for the Future. It has also been recognized by the President's Citation Program for Private Sector Initiatives with the prestigious C-Flag Award.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

LANSDALE BRANCH

Lansdale Branch is a supportive group of active educated people. We help each other to pursue excellence in education, community and arts, and promote state and national legislation. We hold monthly meetings on topics of interest to our members and have several special interest groups.

We continue to make significant contributions to the North Penn Community by presenting the AAUW - Lansdale Branch Scholarship Fund, contributing to the North Penn Scholarship Fund, sponsoring an annual Creative Writing Awards contest, annual children's theatre productions, used book sale, community forums and the Career Shadowing Program.

AAUW promotes equity for women education and self development over the life span, and positive societal change.

For more information about the Career Shadowing Program, please contact the North Penn High School Guidance Department (368-9800) or Ms. Nancy P. Adelman, 118 Barberry Rd., North Wales, PA 19454